

**YORK CATHOLIC DISTRICT SCHOOL BOARD
AGENDA
REGULAR BOARD MEETING
Tuesday, April 29, 2025
7:30 P.M.**

REVISED

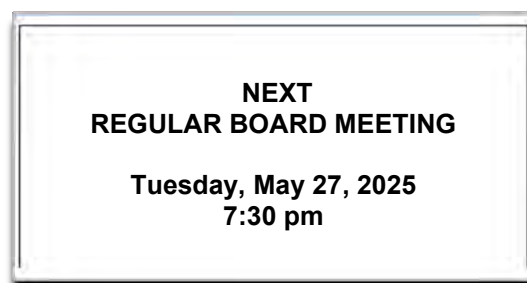
Watch the Board Meeting
STREAM
event on our YCDSB TV Channel:
<http://bit.ly/YCDSB-TV>

LAND ACKNOWLEDGEMENT

*We are gathered on the ancestral lands and waters of all Indigenous Peoples, who have left their footprints on Mother Earth before us.
We respectfully acknowledge, those who have walked on it, those who walk on it now, and future generations who have yet to walk upon it.
We pray to the Creator for strength and wisdom that all may continue to serve as stewards of the earth*

1. OPENING PRAYER / LAND ACKNOWLEDGEMENT	Faith Ambassadors	
2. ROLL CALL	J. De Faveri	
3. APPROVAL OF NEW MATERIAL	E. Crowe	
4. APPROVAL OF THE AGENDA	E. Crowe	
5. DECLARATIONS OF CONFLICT OF INTEREST FOR CURRENT MEETING	E. Crowe	
6. DECLARATIONS OF CONFLICT OF INTEREST FROM PREVIOUS MEETING	E. Crowe	
7. APPROVAL OF THE PREVIOUS MINUTES a) Regular Board Meeting of March 25, 2025	E. Crowe	
8. BUSINESS ARISING FROM MINUTES OF PREVIOUS MEETING	E. Crowe	
9. CHAIR'S REPORT / UPDATE / INSPIRATIONAL MESSAGES	E. Crowe	3
10. OCSTA BOARD OF DIRECTOR'S UPDATE	J. Wigston	5
11. DIRECTOR'S REPORT / UPDATE	J. De Faveri	6
12. STUDENT TRUSTEES' REPORT	M. Galstyan. S. Cuesta	7
13. RECOGNITIONS / OUTSIDE PRESENTATIONS a) OFSAA Swimming b) OFSAA Senior Girls Volleyball c) Ontario Band Association Award d) YCDSB Distinguished Alumni		
14. DELEGATIONS a) Election at School Sites While Students Are Present	Gioia Di Giovanni	
15. JOURNEY TOWARDS OUR VISION – STAFF PRESENTATIONS a) Queensville New School Presentation b) YCDSB International Education Programs c) 2025-2026 Budget Development: Operating Funds and Grant Projections	K. Elgharbawy A. Arcadi, C. Anniballi C. McNeil	9 24
16. ACTION ITEM(S) (including Committee Reports) a) Trustee Appointment to Director's Performance Appraisal Committee b) Multiple Exceptionalities Hubs c) Long Term Accommodation Plan Boundary Reviews (New Development Only) d) Community Planning and Partnerships List of Candidate Schools for 2025-2026 e) French Immersion Program Update – St. Joan of Arc CHS f) Receipt of Report No. 2025:03 York Catholic Parent Involvement Committee (Mar 31) g) Receipt of Report No. 2025:05 Special Education Advisory Committee (Apr 7) h) Approval of Report No. 2025:04 Policy Review Committee (Apr 8) i) Approval of Report No. 2025:12 Committee of the Whole (Apr 29)	E. Crowe J. Powers G. De Girolamo G. De Girolamo J. Chiutsi E. Crowe A. Grella A. Saggese M. Iafrate	35 36 48 56 60 63 64 65

- 17. DISCUSSION ITEM(S)**
a) Technology and Skilled Trades Centre Update J. Chiutsi 94
- 18. INFORMATION ITEM(S)**
a) 2025-2026 Budget Consultation Survey C. McNeil 138
b) Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs - Results of Parent Satisfaction Survey J. Powers 146
c) Action Plan to Combat Anti-Black Racism at YCDSB S. Wright 149
d) Moving Towards Equity Within the YCDSB Motion S. Wright 155
e) Transportation: Reviewing Existing Stops and Non-Transportation Zone Revisions G. De Girolamo 158
f) Board Room Delegate System (Microphone) Replacement (New Pg 162) K. Elgharbawy 161
h) May Calendar 163
- 19. NOTICES OF MOTION**
(Notices of Motion are to be submitted in writing and will return to the subsequent meeting as Information, the following meeting as Discussion, and finally Action at the next Board Meeting.)
- 20. FUTURE AGENDA ITEM(S) / REQUEST FOR INFORMATION** E. Crowe
- 21. PRAYER TO ST. MICHAEL THE ARCHANGEL** E. Crowe
St. Michael the Archangel, defend us in battle, be our protection against the wickedness and snares of the devil. May God rebuke him we humbly pray; and do thou, O Prince of the Heavenly Hosts, by the power of God, cast into hell Satan and all the evil spirits who prowl about the world seeking the ruin of souls. Amen.
- 22. ADJOURNMENT** E. Crowe





York Catholic District School Board

Chair's Report

Memo To: Board of Trustees

From: Elizabeth Crowe, Chair of the Board

Date: April 29, 2025

Re: **Chair's Report**

Remembering Pope Francis

Pope Francis had been battling ill health for several weeks, and so when he made a public appearance on Easter Sunday, blessing the crowd and proclaiming that "Christ, my hope, has risen," we were all hopeful that he was on the road to recovery. Yet the following morning, we awoke to the stunning news that he had passed away in the early hours of Easter Monday. Catholics worldwide will be watching his funeral Mass on Saturday. As a Catholic community, we will mourn but will also find comfort in knowing that he is now with the Lord our God.

The Holy Father had the ability to inspire and lead, as he brought many people closer to God. Pope Francis also had a deep connection with Catholic education, having taught at a high school in Argentina early in his priesthood. Educators around the world saw him as a model of compassion, kindness and understanding.

We are grateful for Pope Francis' leadership, and we will pray for the repose of his soul. Also, we will pray for the future of the Church as the College of Cardinals will soon select a new pope with the assistance of the Holy Spirit.

Catholic Education Week

This year, Catholic Education Week will be celebrated from May 4 to 9, and it will explore the theme of "Pilgrims of Hope," which is also the theme Pope Francis selected for the current Jubilee Year. The Holy Father asked us to pray for humanity to come closer together and for us to make the world a better place for the poor and refugees.

Catholic Education Week is an excellent opportunity to showcase how publicly-funded Catholic education transforms the lives of students and strengthens communities. Our graduates exemplify the Catholic Graduation Expectations, namely they are: discerning believers; effective communicators; reflective, creative and holistic thinkers; self-directed, responsible, lifelong learners; collaborative contributors; caring family members; and responsible citizens. Their contributions to Ontario's society are immeasurable.

At YCDSB, we also take this week as an opportunity to unveil our annual Distinguished Alumni, but in reality, every YCDSB graduate is a distinguished alumni.

Milestone Anniversaries

Many schools choose to celebrate their Milestone Anniversaries during Catholic Education Week. These ceremonies are excellent opportunities to reflect on how each school's Christ-centered community, founded on the partnership of home-school-Church, is woven into the rich history of the York Catholic DSB. This year's Catholic Education Week Milestone Anniversaries are:

- Corpus Christi CES (25 years): May 6
- Blessed Trinity CES (25 years): May 7
- Sir Richard W. Scott CES (25 years): May 8
- Guardian Angels CES (10 years): May 8

On behalf of the Board of Trustees, I congratulate each of these schools and look forward to attending your celebrations.

Ontario Catholic School Trustees' Association (OCSTA) AGM

A final reminder that the York Catholic District School Board is honoured to co-host this year's OCSTA Annual General Meeting from May 1 to 3 in Markham. All the planning has come together beautifully and I know the Catholic Trustees who will visit us from across Ontario will be impressed by everything that York Catholic has to offer. Thank you to our partners at OCSTA and to all the students, staff and Trustees who have made this planning process so seamless.

Artwork in the Boardroom

It is lovely to see the final piece of student artwork displayed in the Catholic Education Centre's Boardroom, representing all our secondary schools and beautifully sharing our faith with the public. This painting was created by Sarina, a student at York Academy, which is operated by the York Catholic DSB in partnership with the Rose of Sharon. The Rose of Sharon does remarkable work to help young mothers and their children, and it is touching to see how Sarina has connected the experiences of young mothers to those of the Blessed Virgin Mary. We look forward to inviting her to be recognized at a Board Meeting during the next school year.



York Catholic District School Board

Memo To: Board of Trustees

From: Jennifer Wigston, OCSTA Regional Director

Date: April 29, 2025

Re: OCSTA Report to Board

This year marks the 95th Annual General Meeting and Conference of the Ontario Catholic School Trustees Association.

Further to member feedback, OCSTA has reserved time and space to facilitate Regional Meetings for Trustees during the pre-conference portion of this year's AGM on May 1, from 2:30 - 4:00 following the Business session.

OCSTA regional meetings serve as timely opportunities for trustees to engage in regional discussions that can bring important issues to the forefront and opportunities for consideration by the Association. Further to the April 3 memo that was circulated, Trustees are asked to come prepared to discuss topics of concern.

The resolutions package has been compiled and circulated to all Trustees. This includes the 50 resolutions submitted by Catholic School Boards across the province for consideration by the membership. Also included in the April 2nd email was an update on the status and actions taken on the 2024 resolutions.

In addition to the presentations, speakers and workshops for trustees and student trustees, OCSTA will be bringing an update to the membership on the Mandatory Trustee Training Requirements from the Ministry of Education.

The most recent program, including any workshop room changes, has been uploaded to the OCSTA website and copies will be available at the conference.



**"We must fan the flame of hope
that has been given to us."**

Pope Francis



York Catholic District School Board Director's Report

Memo To: Board of Trustees

From: John De Faveri, Director of Education

Date: April 29, 2025

Re: Director's Report

Month of the Blessed Virgin Mary

In the Catholic calendar, May is the Month of the Blessed Virgin Mary. This is a time when we are called to consider Mary's incredible example of faith and love. It is fitting that we reflect on Mary at this time, as Pope Francis was a devotee of the Blessed Virgin Mary. Pope Francis said, "As a true mother, [Mary] walks at our side, she shares our struggles and she constantly surrounds us with God's love." These are comforting words to keep in mind as we navigate our daily lives. There is much to learn from Pope Francis' devotion to Mother Mary.

Minister's Visit to St. Augustine CHS

The students and staff of St. Augustine CHS in Markham were excited to welcome Minister of Education Paul Calandra and Parliamentary Assistant to the Minister of Education Billy Pang to their school on Thursday, April 24, 2025. Students showcased their Business Leadership Class Gala that raised more than \$40,000 for SickKids Hospital and the STREAM projects that were recognized at the York Region Science & Technology Fair. Minister Calandra, MPP Pang and their staff members were thoroughly impressed by the intelligent and talented York Catholic District School Board (YCDSB) students.

Aurora Black History Gala

I was thrilled to join Trustees, members of the Senior Team and YCDSB staff at the Aurora Black History Gala, held on April 11, 2025. It was an inspiring evening that explored the theme "One Love, One Heart" through song, dance, speeches and fellowship. As a Catholic learning community, the YCDSB affirms that every person has been given dignity by God. We are committed to lifting up every member of our community.

The Lion King

On Tuesday, April 29 and Wednesday, April 30, 2025, the students of St. Michael Catholic Academy will perform Disney's "The Lion King JR" at St. Elizabeth CHS – YCDSB Centre for the Arts in Vaughan. Tickets cost \$25 and are well worth it to see the artistic talents of these elementary students. Trustees and members of the Senior Team are attending, and I hope you can as well.

Police Appreciation Dinner

On May 8, 2025, members of the YCDSB and York Region District School Board (YRDSB) will share a table at the annual York Regional Police (YRP) Appreciation Night. This will be the YRP's 30th Police Appreciation Night, and over the years, these events have raised much-needed funds for the York Region community. Both our school boards look forward to spending some time with our police partners.

Yes, I Can Awards

Cardinal Carter CHS in Aurora will host the Yes, I Can Awards on Thursday, May 22, 2025. This is a remarkable evening where we recognize YCDSB and YRDSB students with exceptionalities and the individuals who support them in their success. This event is always a highlight of the school year, and I know that Trustees and Senior Team members are eager to attend.



“ We are diverse. We are one in Christ. ”

York Catholic District School Board

Regular Board Meeting

Information Report

Student Trustees Update

April 29th, 2025

Alignment to Strategic Plan

This report is linked to the strategic priorities:

Catholic Faith: Nurture faith formation and relationships with Christ.

Equity and Inclusion: Build and sustain an equitable, inclusive and accessible learning and working environment.

Student Achievement: Enrich and improve student learning so that excellence in achievement and engagement is possible for all.

Well-Being: Promote and nurture the social-emotional, spiritual and physical well-being of all members of the YCDSB.

Student Trustee Elections

On Wednesday, April 23rd, student representatives from our secondary schools came together to vote for the YCDSB Student Trustee for the 2025-2027 term. The election of a student trustee is a remarkable demonstration of the passion, leadership and advocacy amongst York Catholic students. Thank you to all nominees for displaying their courage and dedication to the future of education, and congratulations to the elected candidate who will begin their term over the next academic year. Cheers!

Mental Health Symposium

In the latter half of April, the mental health ambassadors from all YCDSB high schools presented formative workshops to elementary-grade students from their respective feeder schools to equip them with strategies for healthy stress management, reduce mental health-related stigma within their learning environment, and educate them about the risks of substance use.



“ We are diverse. We are one in Christ. ”

York Catholic District School Board

Holy Week

To close off the period of Lent, YCDSB schools recognized Holy Week through Passion Plays, reflective prayers, and varied opportunities for faith development. On behalf of the student trustees, we hope that all members of the YCDSB community experienced a Blessed and joyous Easter season this year.



QUEENSVILLE CATHOLIC ELEMENTARY SCHOOL

29 April 2025

Project : New 2-storey elementary school
with 3-room Child Care

Capacity : School - 421 pupil spaces
Child Care - 49 spaces

Area : School GFA - 42,003 sq ft
Child Care GFA - 5,010 sq ft
Total GFA - 47,013 sq ft

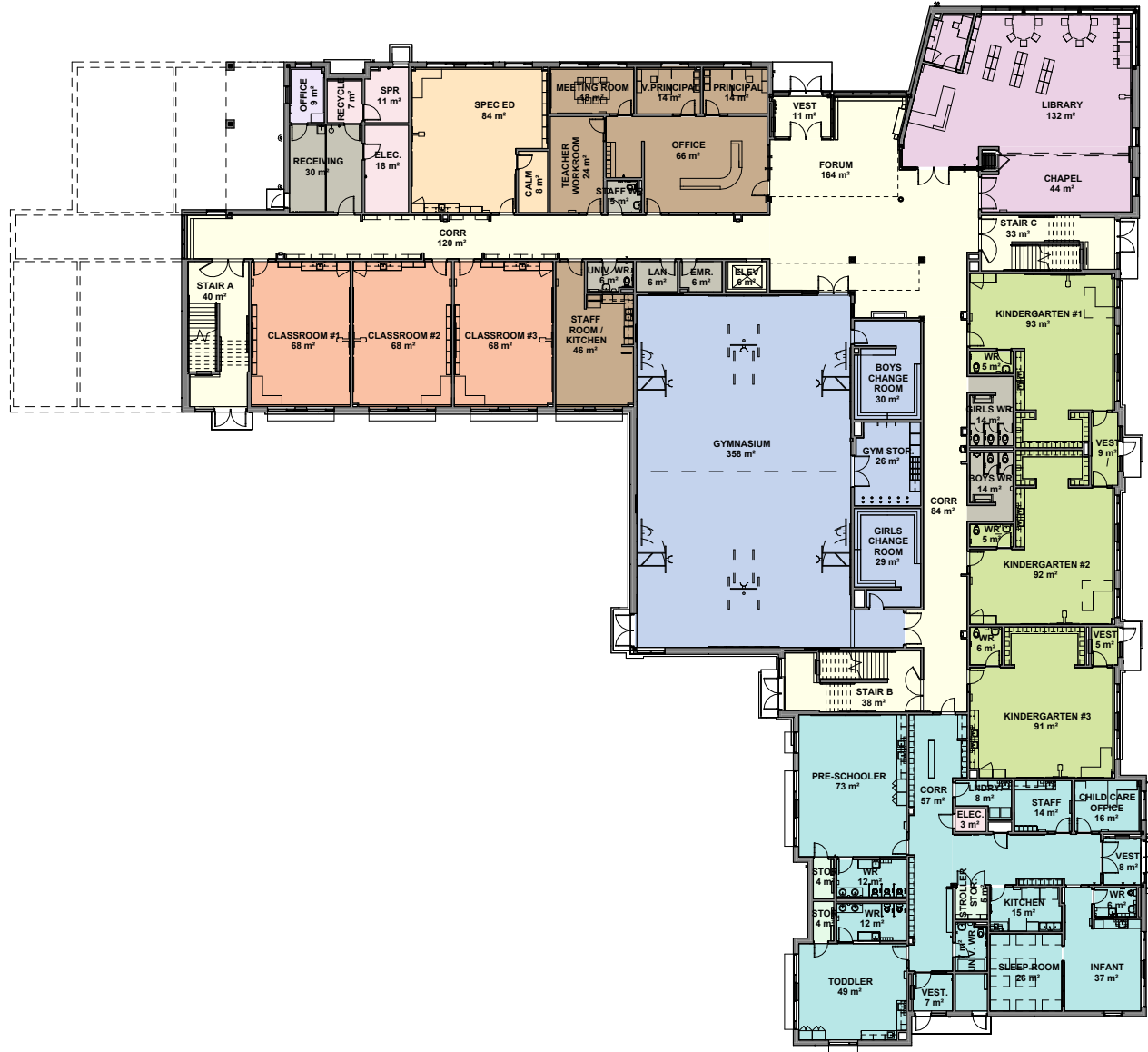
PROGRAM SUMMARY

Elementary School : 4 x FDK
14 x Classrooms
1 x Special Education
1 x Music
1 x Double Gym
1 x Library

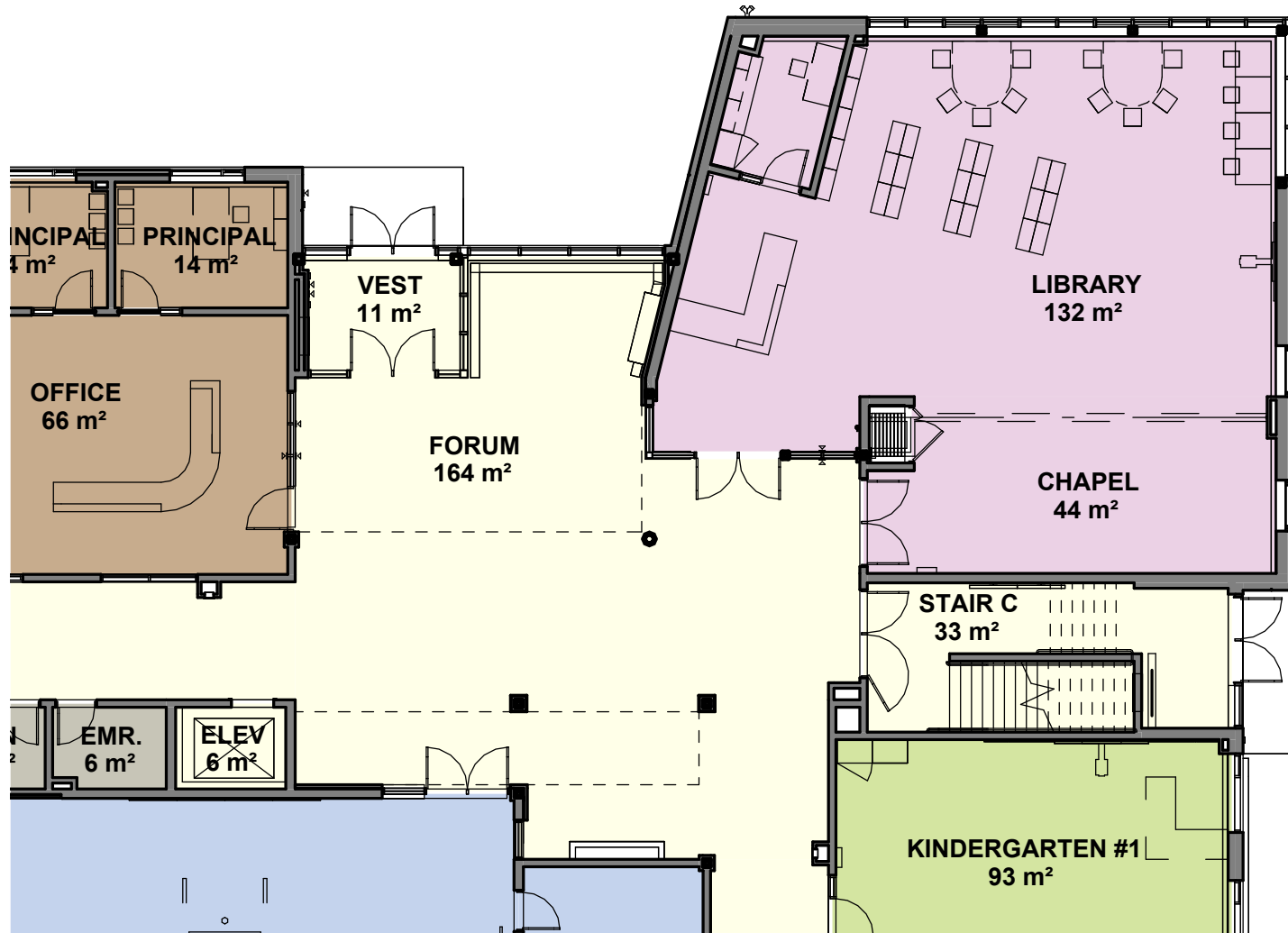
Child Care : 1 x Infant Room
1 x Toddler Room
1 x Preschooler Room

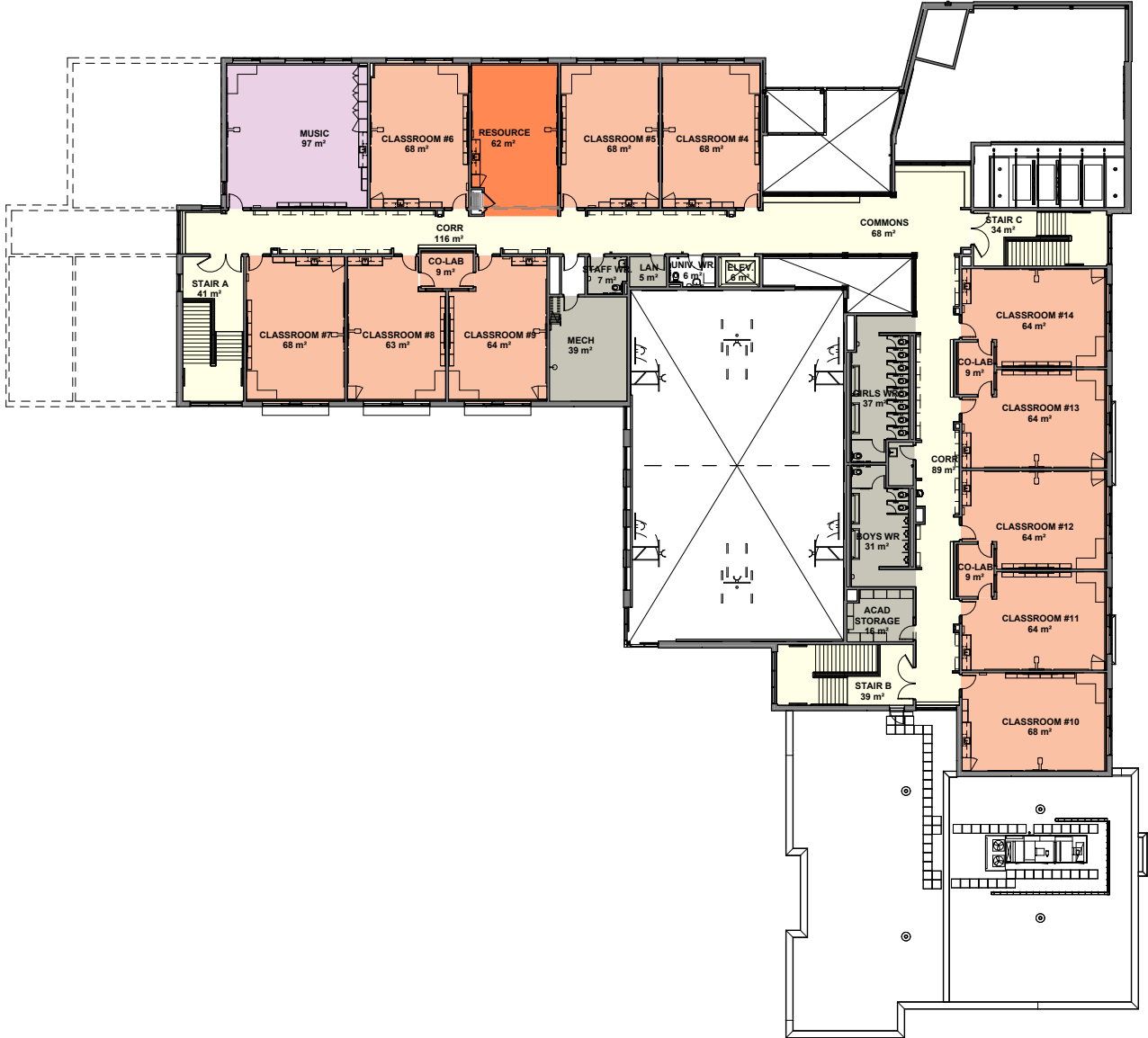


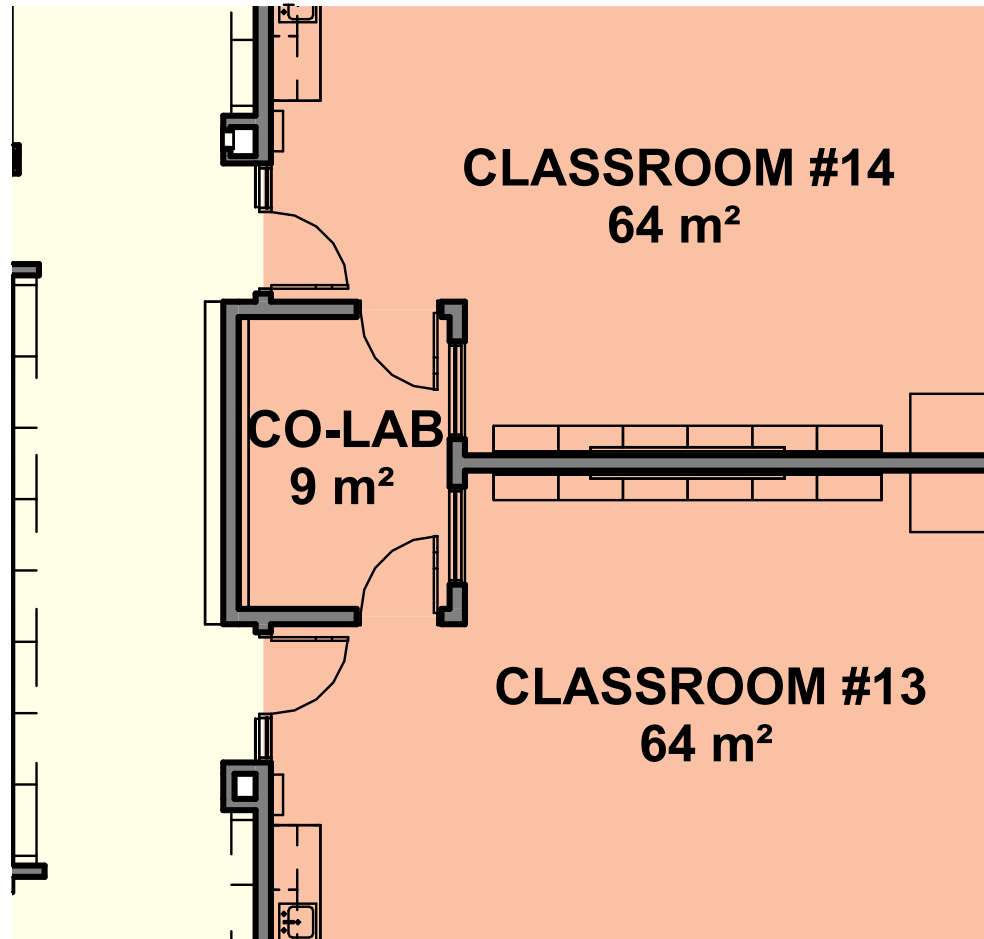
LEVEL 1 FLOOR PLAN

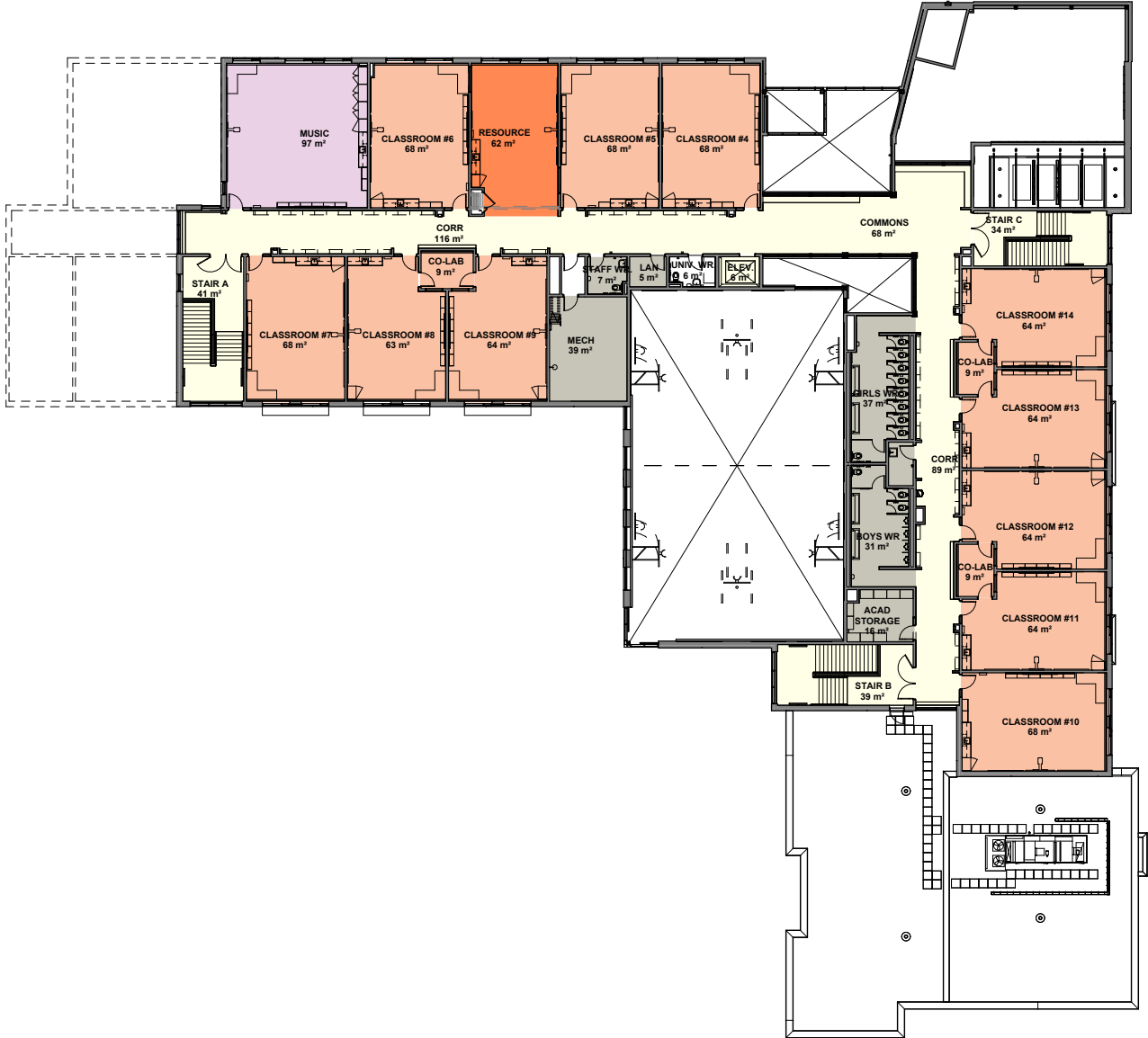


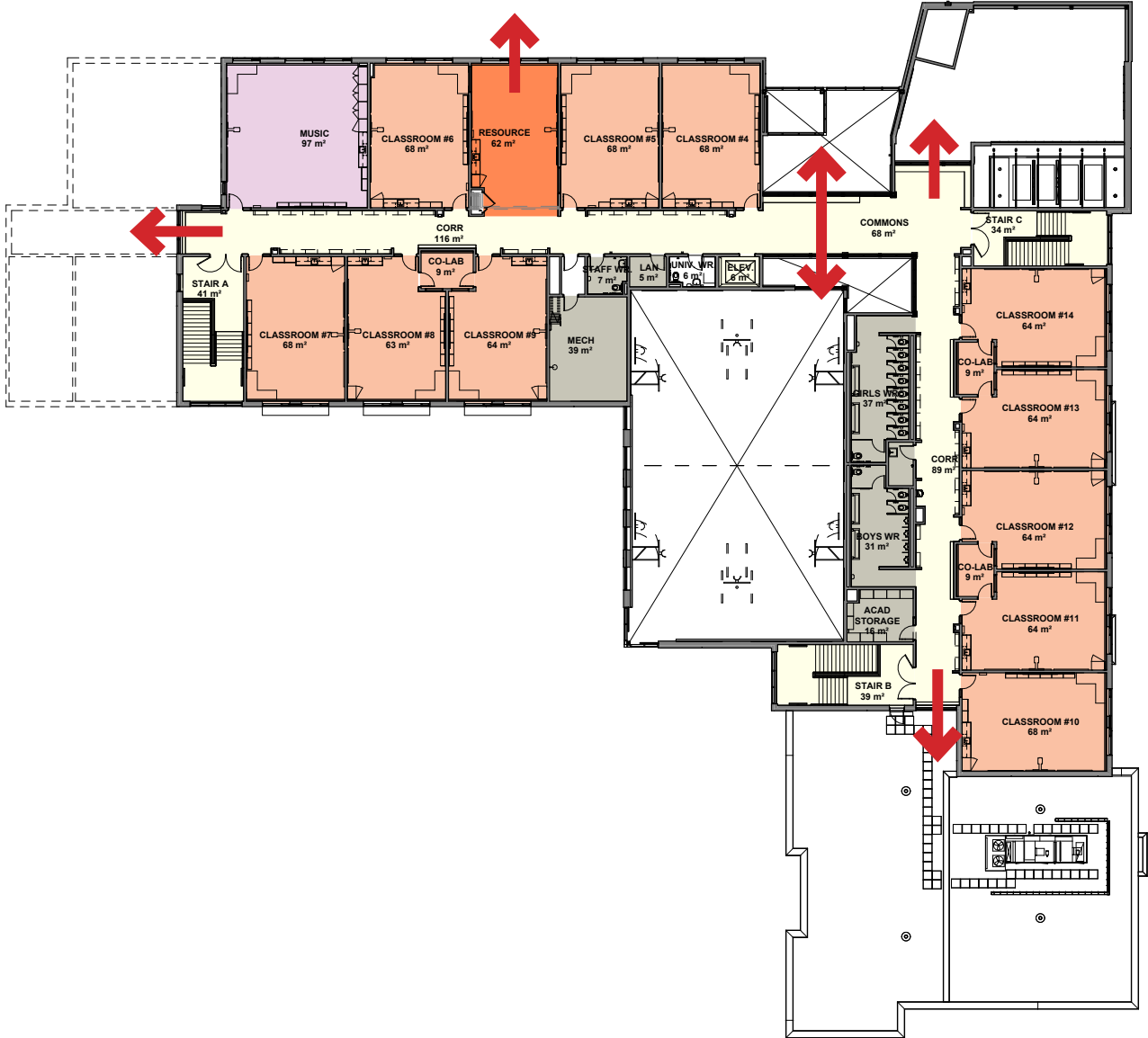
LEVEL 1 FLOOR PLAN













NORTH ELEVATION



SOUTH ELEVATION



EAST ELEVATION



WEST ELEVATION





PROPOSED SCHEDULE

Tender Issue	:	May 28th, 2025
Tender Close	:	Jun. 25th, 2025
Ministry Approval to Award	:	Aug. 22nd, 2025
Award of Contract	:	Aug. 25th, 2025
Substantial Performance	:	Jan. 20th, 2027
School Opening	:	Mar. 22nd, 2027



YCDSB
INTERNATIONAL
EDUCATION
PROGRAM

A YEAR IN REVIEW 2024-2025

INTERNATIONAL EDUCATION PROGRAM

INTERNATIONAL EDUCATION: THE CHANGING LANDSCAPE

“ Cultural exchange is not just a luxury of peace -
it is a powerful path to it. *- Future Education Magazine*

Supporting the MYSP



In alignment with and support of the Board's Multi-Year Strategic Plan:

Catholic Faith	International education promotes a global mindset rooted in respect, empathy, and intercultural understanding. In a Catholic context, this aligns beautifully with the call to see the dignity of every person.
Well Being	Engaging with international peers or stepping into new cultural experiences builds personal resilience, open-mindedness, and a growth mindset -important traits for mental well-being.
Equity and Inclusion	International education creates opportunities to challenge stereotypes, foster intercultural understanding, and elevate diverse voices and perspectives. It can also help schools reflect on systemic barriers faced by students from different linguistic, cultural, or socio-economic backgrounds - creating more inclusive environments for everyone.
Student Achievement	International education can enrich learning through authentic, inquiry-based opportunities that build skills like critical thinking, communication, collaboration, and adaptability. It also motivates students by connecting classroom learning to real-world global issues that matter to them.



Challenges

Geopolitics and the Impact on Markets

- Rising global tensions and anti-globalization sentiments
- Economic sanctions and trade wars

Affordability

- Canada's affordability crisis is increasingly deterring international students from choosing the country as a study destination

IRCC Policy Changes

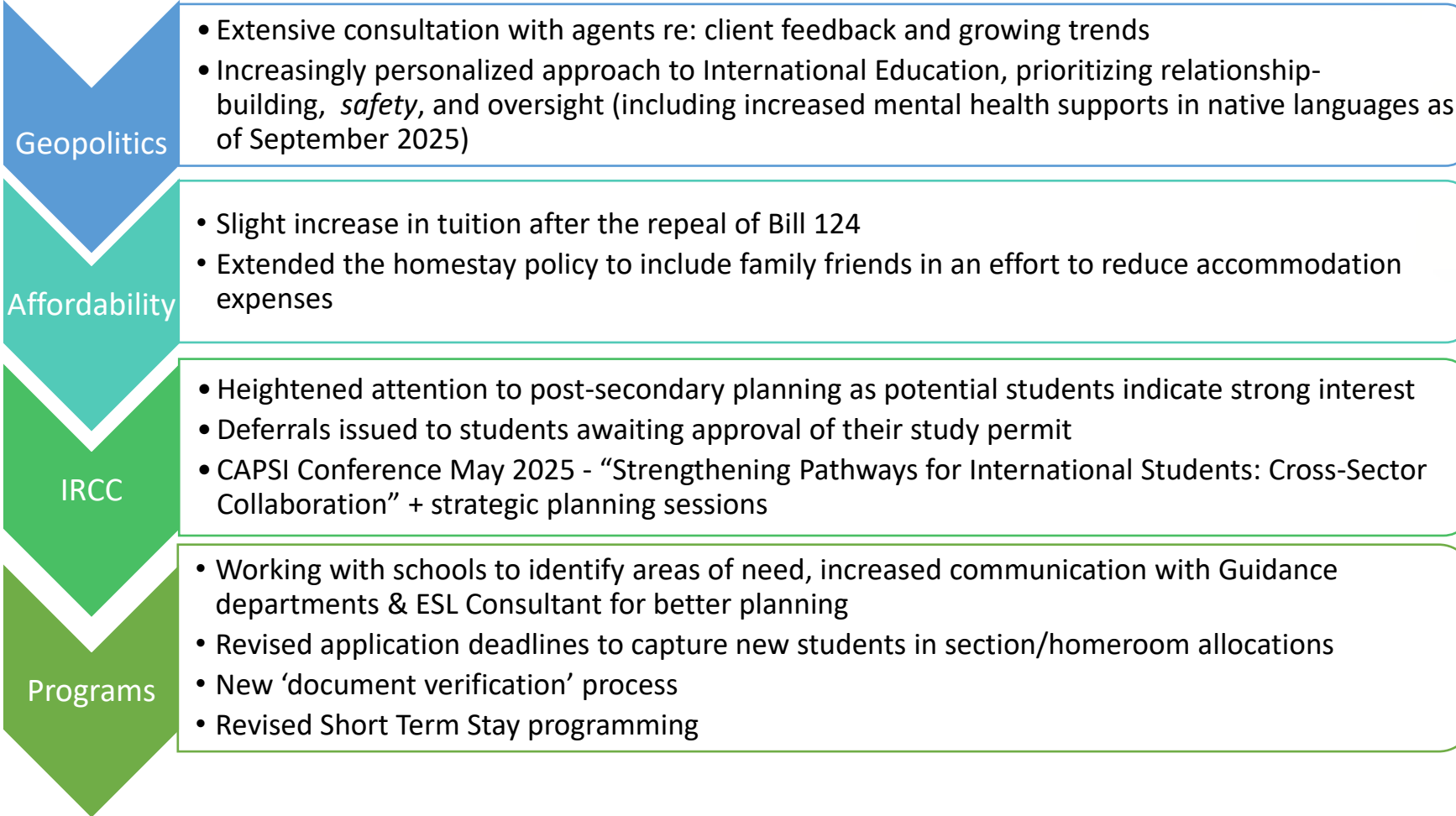
- The caps on foreign student visas introduced by *Immigration, Refugees & Citizenship Canada* primarily target post-secondary education, but there are still indirect impacts relevant to K-12 international education

Programming Restraints

- Allocation of sections (secondary) and ESL
- Increased demands on school resources and staff



Responding to the Challenges



Recruitment Initiatives

Recruitment Fairs

Japan, Korea

- ICEF Japan & Korea Roadshow 2026 targeting Asian markets

School Tours

Taiwan, Japan, Korea

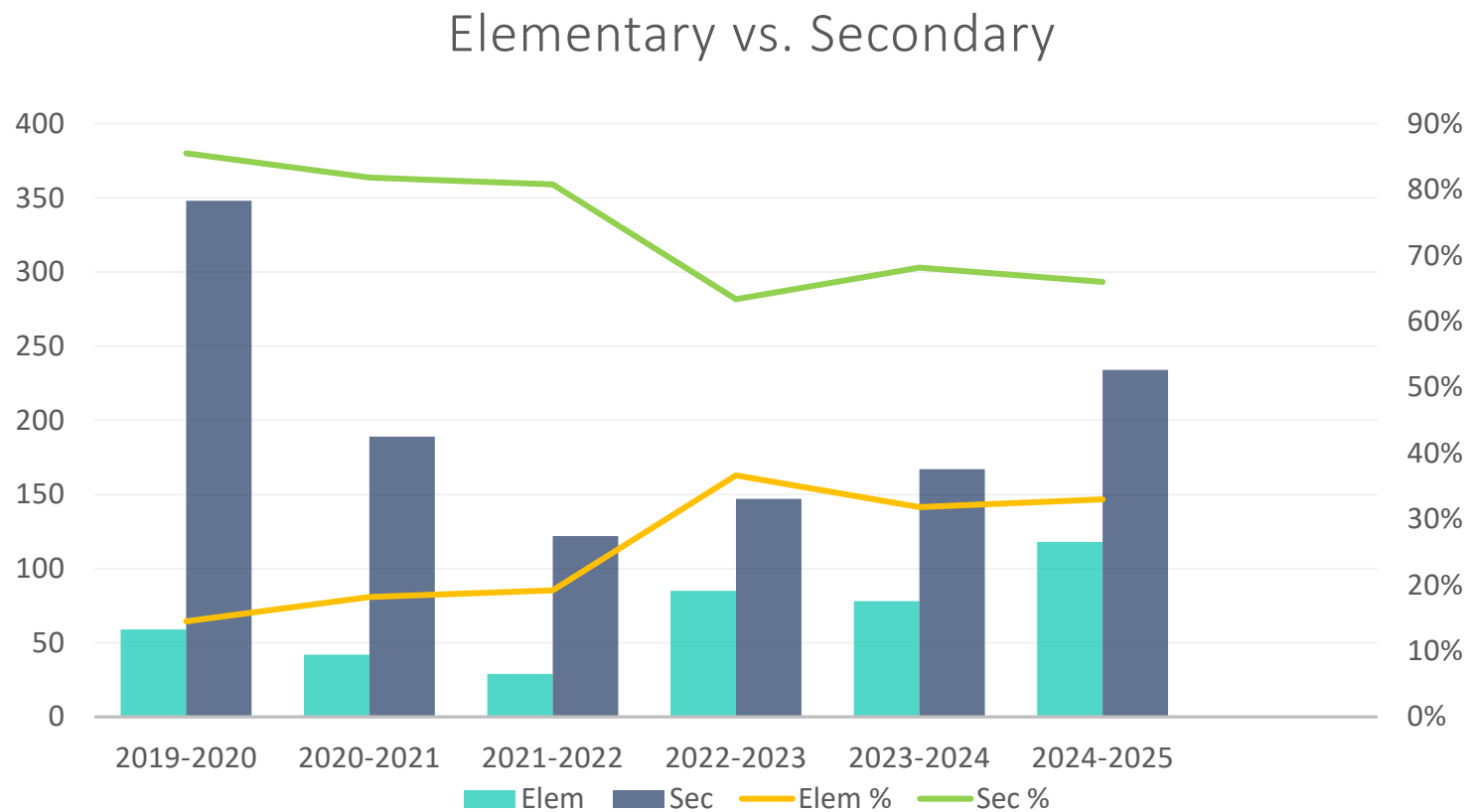
- Welcomed delegates from Taiwan, Japan and Korea
- Mini stay visits with students from Taiwan and Japan
- School tours with families and agents from various international & local agencies

Parent Engagement

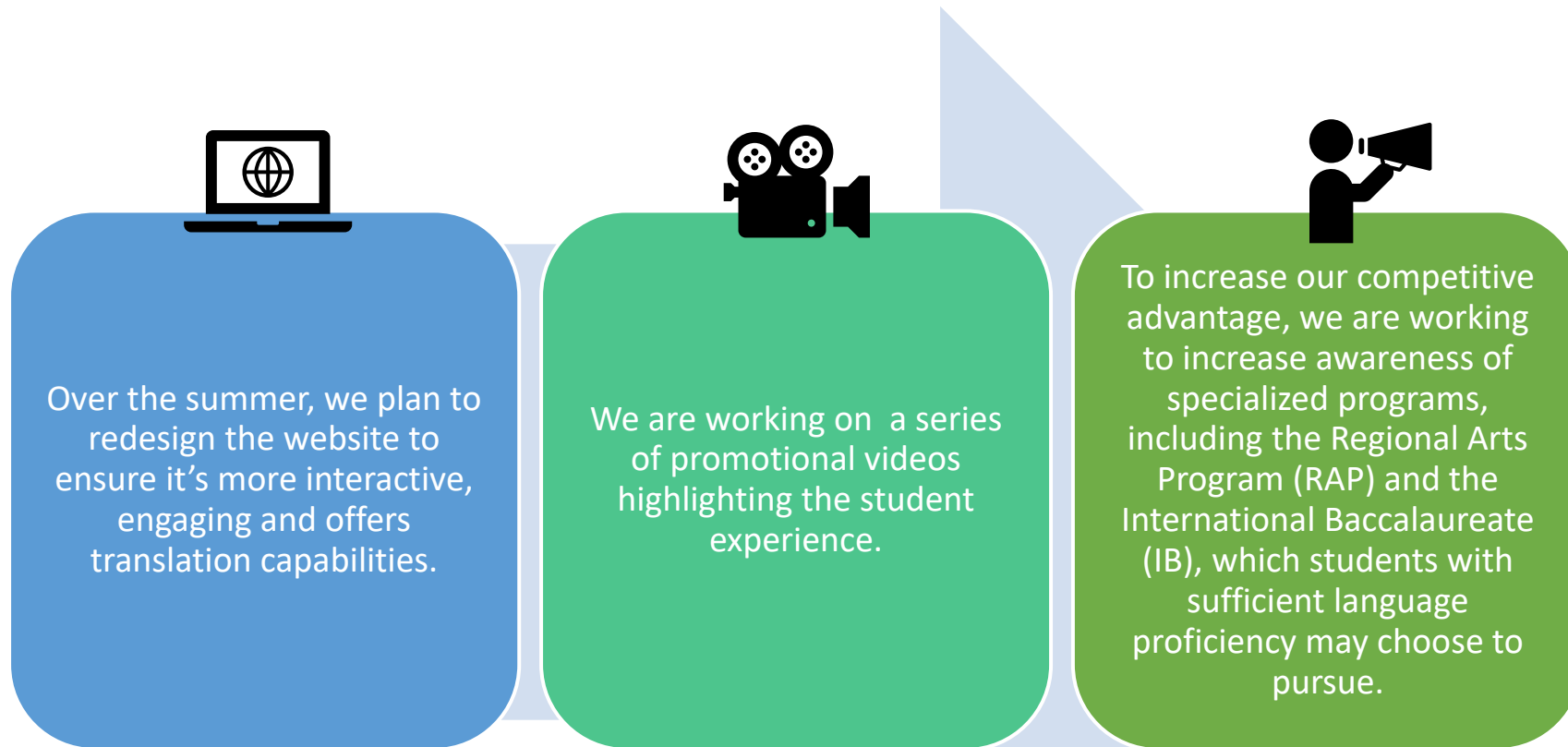
Korea

- Increased communication with parents & guardians
- International and local virtual presentations about our schools and program options to families represented by various agencies

Student Enrolment by Panel



Strategic Action – Marketing Plan



2025-2026 ENROLMENT PROJECTIONS

Long-Term Student Enrolment Projections

2025-2026	2026-2027	2027-2028
Elementary Long Term 83	Elementary Long Term 90	Elementary Long Term 97
Secondary Long Term 229	Secondary Long Term 247	Secondary Long Term 265
Total 312	Total 337	Total 362

We are tracking toward our projected enrolment!

We're currently at over 80% of our enrolment target, and we are maintaining the same weekly rate of new enrolments and renewals as in April of last year.

This does not include the short-term stays, as those applications will open in September.

YCDSB International Education

On behalf of our entire team and the international students whose lives have been deeply enriched, we would like to extend our heartfelt gratitude for your unwavering support of our program.

Thank you for believing in the power of international education!



KANAMI INABA
Our Lady Queen of the World Catholic Academy

York Catholic District School Board

REPORT

Report to: Board of Trustees

Date: April 29, 2025

Report: Appointment to Director of Education Performance Appraisal Committee

EXECUTIVE SUMMARY

This report is to seek approval for Trustee representation on the Director's Performance Appraisal Committee.

BACKGROUND

On March 4, 2024, the Ministry of Education introduced new regulation outlining the Director of Education Performance Appraisal process. (*Ontario Regulation 83/24*)

This new regulation contemplates a standardized process with consistent requirements for Boards of Trustees to monitor and evaluate the performance of the Director, including progress on the provincial education priorities for student achievement:

- Achievement of learning outcomes in core academic skills
- Preparation of students for future success
- Student engagement and well-being

Performance Appraisal Committee (*As per Ontario Regulation 83/24*)

No later than May 15 in each year, each board shall establish a committee responsible for conducting a performance appraisal of the director of education for the board, composed of not fewer than three and not more than seven board members, one of whom shall be elected by a majority of the committee to act as its chair.

LET IT BE RESOLVED

THAT the Board appoint the following Trustees to the Director's Performance Appraisal Committee: Carol Cotton, Elizabeth Crowe and Maria Iafrate for the term July 1, 2025 to June 30, 2026.

Submitted by: Elizabeth Crowe, Chair of the Board



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 29, 2025

REPORT: Multiple Exceptionalities HUB

EXECUTIVE SUMMARY

"Student Services recommends the establishment of **Multiple Exceptionalities (ME)** Hubs to offer alternative special education programming for students with complex needs whose exceptionalities significantly impact their ability to succeed academically within the regular classroom setting."

BACKGROUND:

Learning for All, K–12 describes educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs, and stage of readiness. In an effort to be more responsive to the unique needs of students and to recognize the multiple exceptionalities that exist within our schools, Student Services proposes the implementation of a flexible, multi-pronged special education program consisting of three distinct models.

This program will provide schools with the tools to establish highly specialized programming that will:

- Use an intensely collaborative support model that incorporates gradual release back to the school team.
- Endeavour to provide students with more equitable access to enhanced learning opportunities that aim to maximize their school success.
- Use an asset-based approach that acknowledges individual interests, abilities, and goals, for staff and students alike, all within their homeschool community

IMPACT ON SYSTEM

Programs will be established in schools that already demonstrate a significant need for specialized support. This approach will create a structured option for placing those whose needs cannot be met within their home school at one of these designated locations. Within this model, school-assigned special education teachers will be able to focus more directly on academic interventions, such as Remediation Plus and targeted math gap-closing strategies, rather than managing behavioural challenges.

NEXT STEPS

Each Multiple Exceptionalities (ME) Program will be delivered within a dedicated classroom or specialized space, intentionally designed to meet the unique and complex needs of the students it serves. As part of this initiative, the Transitional Diagnostic Centre at Father Henri Nouwen CES will be discontinued, and a new ME Hub will be established at an alternative location to continue supporting students currently enrolled in the program. To ensure consistent and high-quality instruction, four Special Education teachers will be centrally hired to deliver the program across Hub Schools. Additionally, each ME Hub Homeroom will be supported by two Specialized Educational Intervenors (SEIs), providing targeted assistance to help meet students' behavioural, social, and academic needs.

SUMMARY

THAT four Multiple Exceptionalities (ME) Hubs be established, at a net cost to the Board of approximately \$400,000.

[Multiple Exceptionalities Program Proposal](#) (SEAC Presentation)

Prepared and Submitted by:
REviewed by:
Endorsed by:

Jennifer Powers, Superintendent of Education: Exceptional Learners
Reviewed by:
Jennifer Sarna, Associate Director of Education
John DeFaveri, Director of Education, Foundation Chair & Secretary of the Board

Multiple Exceptionalities Program Proposal

Jane Lee, Manager ABA & Behaviour Resource Services
Angie Cabraja, Coordinator Special Programs - ASD
Elsa Strano, Coordinator Special Programs - Elementary

SEAC, April 2025





Learning for All, K–12 describes educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs, and stage of readiness.





Background & Philosophy

York Catholic District School Board is committed to creating and maintaining an equitable learning environment reflected through inclusive programs, curriculum, and practices with a mission to ensure that every child has an equal chance for success.

Student Services staff have been working with school teams to provide increasingly varied supports and services for students with differing abilities. Despite best efforts, some students still struggle to achieve their full potential within the mainstream model.

There exists a need to identify alternative specialized programming that will address barriers and promote more meaningful integration opportunities in students' home schools.



Program Proposal

In an effort to be more responsive to the unique needs of students and to recognize the multiple exceptionalities that exist within our schools, Student Services proposes the implementation of a flexible, multi-pronged special education pilot program consisting of three distinct models.

This pilot program provides schools with the tools to establish highly specialized programming that will:

- Use an intensely collaborative support model that incorporates gradual release back to the school team.
- Endeavour to provide students with more equitable access to enhanced learning opportunities that aim to maximize their school success.
- Use an asset-based approach that acknowledges individual interests, abilities, and goals, for staff and students alike, all within their homeschool community.



Tri-Model Program Approach

Program Model	Division	Student Criteria (determined by assessment)	Goal Areas
Model A: Practical Adaptive Life Skills (PALS)	Primary Junior Intermediate	<ul style="list-style-type: none"> • Language Ability: Limited - low verbal ability • Academic skills (alternative academic goals) • Social and self regulation skills (functional and beginning communication skills, following instructions and routines, work completion, waiting and turn taking) 	<ul style="list-style-type: none"> • Pre-Academic Skills • Classroom readiness • Following instructions • Accepting co-regulation based support for calming
Model B: Social Adjustment - Foundation Skills (SAS 1)	Primary Junior Intermediate	<ul style="list-style-type: none"> • Language Ability: Low Average to Average expressive, receptive, and social communication ability (initiates requests, 2-3 volley conv, etc.) • Academic skills (curriculum that is accommodated or modified) • Social and self regulation skills (managing emotions, making choices and rule following) 	<ul style="list-style-type: none"> • Remedial Academic skills • Intro to rule-based learning • Understanding choices and consequence • Supported Self-Regulation and Calming skills • Self-control, self-awareness
Model C: Social Adjustment - Executive Skills (SAS 2)	Intermediate	<ul style="list-style-type: none"> • Verbal language (sentences use, reciprocal conversation, inference) • Academic skills (curriculum that is accommodated or modified at grade level) • Social and self regulation skills (executive functioning, self monitoring and problem solving) 	<ul style="list-style-type: none"> • Remedial Academic skills • Rule-based learning and behaviour flexibility • Self-Regulation and Coping skills • Self-control, self-management



Proposed Delivery Model

- Programs will be established at schools that have identified groupings of up to 6-8 students needing specialized support (Models A-C)
- Program will be offered by a Special Education Teacher and supported by up to 2 dedicated SEIs (FTE from the ASD and TD class closure)
- Intensive Response Team (IRT) and Itinerant Teacher (IAIT) will provide additional multi-modal support package comprised of consultation and direct services in core areas for the purpose of capacity building
- IRT will provide resources, training/workshops, school specific consultations and/or modeling of the strategies as needed



Program Delivery

Programming will include:

- The program classroom as the temporary homeroom hub.
- Partial and purposeful integration that is planned and increased as the student demonstrates readiness during certain key subjects/periods throughout the day, with integration back into the mainstream placement as the long-term goal for all students
- Direct and individualized instruction in the specific areas that are providing a barrier to successful integration (e.g. self regulation).
- Highly supported, goals-driven transfer of roles and responsibilities from central to school team.



Projected Benefits

- Improved student access to specialized instruction within their home schools → Streamlining the need for transition supports in returning to the mainstream environment
- Increased and practical opportunities for capacity building of teachers in specific evidence-based approaches that address students' needs
- Improved use and alignment of resources to address the volume and complexity of student needs



Next steps

- Confirm school locations and student groupings
- Identify appropriate classroom
- Assign staffing
- Identify/purchase existing and additional resources
- Plan transition meetings for students

Thank You

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 29, 2025

RE: **Long Term Accommodation Plan Boundary Reviews
(New Development Only)**

EXECUTIVE SUMMARY

The purpose of this report is to recommend boundary changes in accordance with the Long Term Accommodation Plan (LTAP). As detailed below, the changes propose to redirect new/future development areas only, do not impact any existing students, and provide a greater distribution of students in the area schools.

BACKGROUND

Through the development of the Board's Long Term Accommodation Plan (LTAP), a number of proposals were identified by various stakeholders. Proposals were analyzed by Planning Staff, reviewed and prioritized with the LTAP Steering Committee, and are included as Accommodation Initiatives in the LTAP approved by the Board in November 2024.

BOUNDARY REVIEWS (NEW DEVELOPMENT ONLY)

In accordance with the LTAP, Administration proposes to redirect new/future residential development areas in Stouffville Southwest (currently aligned with St. Mark), and in the Berczy Glen Secondary plan area (currently aligned with St. Monica), as outlined below. As the intent is to redirect future development only, with no impact to existing students or families residing in these areas, a modified boundary review process is followed. This modified process includes a review with the superintendent of schools for the area and a recommendation brought to the Board for approval.

PROPOSED BOUNDARY REVIEW #1 - Redirect Stouffville Southwest from St. Mark to St. Brendan

Study Area

As illustrated on Map 1, the Stouffville southwest study area is aligned with St. Mark. Predominantly rural in nature, the area encompasses lands south of Stouffville from McCowan

Road, to the east side of Highway 48, and straddles the municipal boundaries of Markham and Whitchurch-Stouffville.

Recently, the Town of Whitchurch-Stouffville has initiated a number of land use studies to facilitate residential development of the lands within the study area. Approximately 7,500 residential units are planned for the Stouffville southwest development area. It is anticipated that development within the study area will commence slowly over the next 3-5 years, with full build out of the community over a 20-25 year planning horizon. Administration has been actively involved in planning for this growth, and the Board has designated an elementary school site in the area.

Analysis

With the opening of Blessed Chiara Badano and St. Katharine Drexel, enrolment pressure at St. Mark and St. Brendan has been reduced, and both schools are currently operating below capacity.

As of October 31, 2024, enrolment at St. Brendan is 383, with the school operating at 72% capacity. Over the projection period, enrolment at the school is anticipated to decline, due to the lack of future development within the attendance area. By 2034, St. Brendan is projected to have 250 students, operating at 47% utilization.

As of October 31, 2024, enrolment at St. Mark is 322, with the school operating at 82% capacity. Over the projection period, enrolment at the school is anticipated to increase due to residential growth along the Bethesda Road corridor, as well as the Stouffville Southwest study area. By 2034, enrolment at St. Mark is expected to increase to 459 students (117% utilization).

Redirecting the Stouffville Southwest study area from St. Mark to St. Brendan will reduce future enrolment pressures at St. Mark, and will provide a better enrolment balance between the two schools over the long term. The new alignment will also provide future Stouffville families with more efficient access (across Hoover Park) to St. Brendan.

Secondary Alignment

The Stouffville southwest study area is within the attendance area for St. Katharine Drexel, therefore a change to the 7-8 and 9-12 boundary alignment is not required.

Transportation

Pending Board approval, future students generated from new development within Stouffville Southwest will be within the boundary of St. Brendan and transportation service will be provided in accordance with Policy 203 - Student Transportation Services.

PROPOSED BOUNDARY REVIEW #2 - Redirect Robinson Glen from St. Monica to All Saints

Study Area

As illustrated on Map 2, the Robinson Glen Secondary Plan area encompasses the western half of the concession block bound by Kennedy Road (west), Elgin Mills Road (north), McCowan Road (east) and Major Mackenzie Drive (south). The block is currently aligned such that rural

properties fronting Kennedy Road, Major Mackenzie Drive and Elgin Mills Road are within the attendance boundary of St. Monica, and rural properties fronting McCowan Road are aligned with St. Kateri Tekakwitha.

The study area is planned for future residential development. A total of 3 (three) plans of subdivision have been approved for development, with a total estimated unit count of approximately 3,300 residential units to be built over a 10-15 year period. Occupancies are anticipated to commence in approximately two years.

Analysis

As of October 31, 2024, enrolment at All Saints is 242, with the school operating at 57% capacity. Over the projection period, enrolment at the school is anticipated to decline. While there is ongoing residential development within the current attendance area, its impact is anticipated to be mitigated by the natural decline of the existing community. By 2034, All Saints is projected to have 185 students, operating at 44% utilization.

As of October 31, 2024, enrolment at St. Monica is 372, with the school operating at 84% capacity. Over the projection period, enrolment at the school is anticipated to increase due to residential growth in the various development blocks (Berczy Glen, Angus Glen, Robinson Glen and Victoria Glen) as illustrated on Map 2. As a result of the growth planned for the area, by 2034, enrolment at St. Monica is expected to increase to 534 students (121% utilization).

Redirecting the Robinson Glen secondary plan area from St. Monica to All Saints will reduce future enrolment pressures at St. Monica, and will provide a better enrolment balance between the two schools over the long term. The new alignment will also provide future YCDSB families within the Robinson Glen community with more efficient access (directly across Major Mackenzie Drive) to All Saints.

Secondary Alignment

St. Monica is a feeder to St. Augustine, and All Saints is a feeder to St. Brother Andre. Realigning the Robinson Glen area with All Saints/St. Brother Andre will assist in alleviating longer term enrolment pressures at St. Augustine.

Transportation

Pending Board approval, future students generated from new development within the Robinson Glen area will be within the boundary of All Saints/St. Brother Andre and transportation service will be provided in accordance with Policy 203 - Student Transportation Services.

SUMMARY

In accordance with the Long Term Accommodation Plan, Administration recommends amendments to elementary boundaries as outlined above to ensure adequate accommodation of students anticipated from Stouffville Southwest in the Town of Whitchurch-Stouffville and the Berczy Glen secondary plan area in the City of Markham.

RECOMMENDATIONS

1. **THAT** the Stouffville Southwest study area be redirected from St. Mark to St. Brendan, effective immediately
2. **THAT** the Robinson Glen secondary plan area be redirected from St. Monica to All Saints, effective immediately

Appendix 1 - [Map 1 - Stouffville Southwest Boundary Review](#)

Appendix 2 - [Enrolment Projections](#)

Appendix 3 - [Map 2 - Robinson Glen Boundary Review](#)

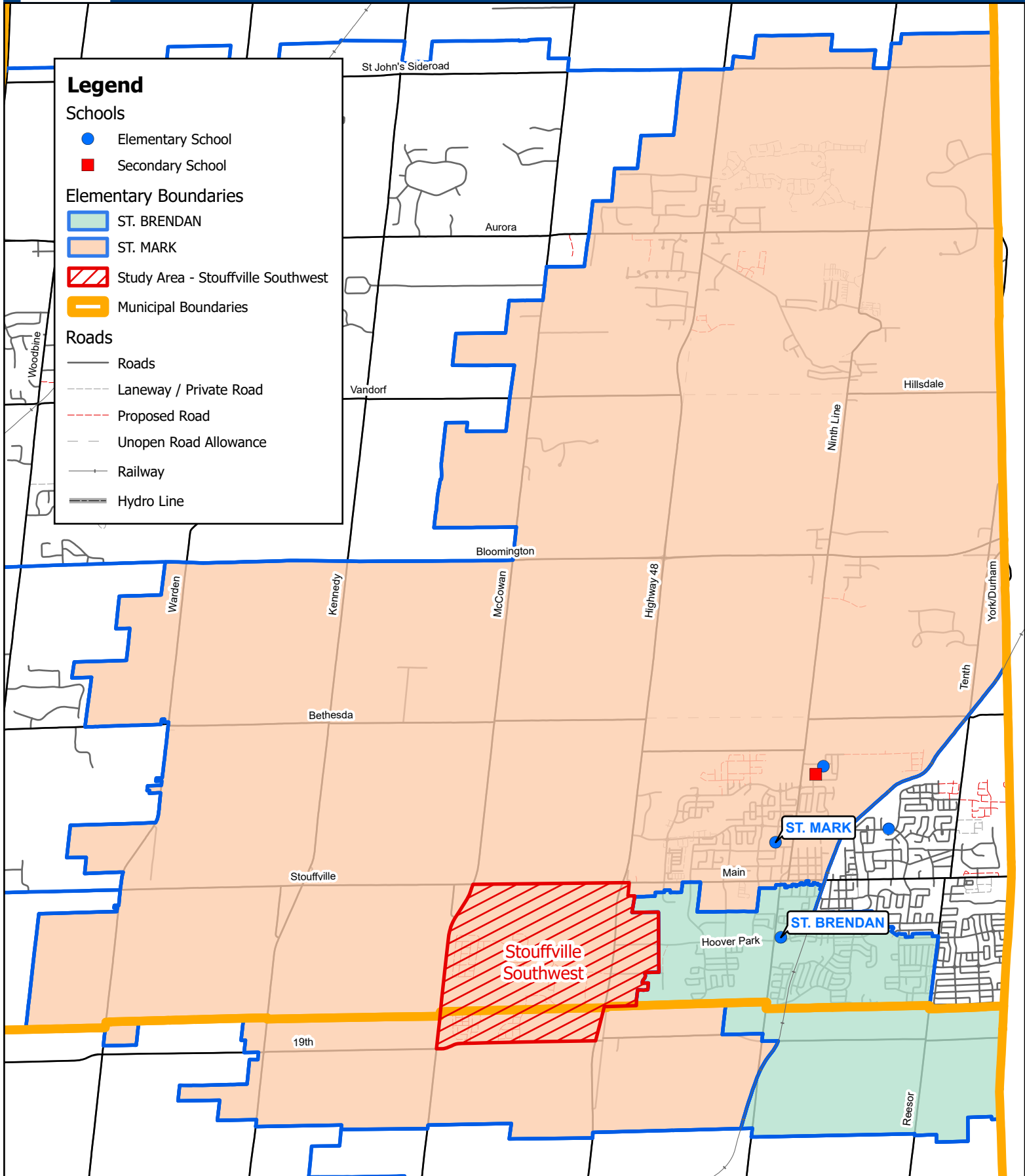
Prepared By:	Adam McDonald, Manager, Accommodation Planning and Property
Submitted By:	Giovanna De Girolamo, Coordinating Manager, Planning & Operations
Endorsed By:	John De Faveri, Director of Education, Foundation Chair and Secretary of the Board



Stouffville Southwest Boundary Review

Proposal: Redirect Stouffville Southwest from St. Mark to St. Brendan

Map #1



Stouffville Southwest Boundary Review
Enrolment Projections

Current Situation - Stouffville Southwest aligned with St. Mark				Historical Enrolment					2024 Actual Enrolment	Projected October 31st Enrolment									
School	Capacity	Portables	Port-a-pak	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
St. Brendan	530	0	8	767	758	740	700	417	383	363	337	310	289	270	268	271	261	255	250
Students Over/Under Capacity				237	228	210	170	-113	-147	-167	-193	-220	-241	-260	-262	-259	-269	-275	-280
% Utilization				145%	143%	140%	132%	79%	72%	68%	64%	58%	55%	51%	51%	51%	49%	48%	47%
St. Mark				471	495	534	489	321	322	324	330	345	345	346	357	359	368	369	371
Stouffville S/W Future Development				0	0	0	0	0	0	0	0	1	4	11	22	38	52	70	88
St. Mark TOTAL	393	5	0	471	495	534	489	321	322	324	330	346	349	357	379	397	420	439	459
Students Over/Under Capacity				78	102	141	96	-72	-71	-69	-63	-47	-44	-36	-14	4	27	46	66
% Utilization				120%	126%	136%	124%	82%	82%	82%	84%	88%	89%	91%	96%	101%	107%	112%	###
TOTAL	923	5	8	1,238	1,253	1,274	1,189	738	705	687	667	656	638	627	647	668	681	694	709
Students Over/Under Capacity				315	330	351	266	-185	-218	-236	-256	-267	-285	-296	-276	-256	-242	-229	-214
% Utilization				134%	136%	138%	129%	80%	76%	74%	72%	71%	69%	68%	70%	72%	74%	75%	77%

Proposal - Stouffville Southwest aligned with St. Brendan				Historical Enrolment					2024 Actual Enrolment	Projected October 31st Enrolment									
School	Capacity	Portables	Port-a-pak	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
St. Brendan				767	758	740	700	417	383	363	337	310	289	270	268	271	261	255	250
Stouffville S/W Future Development				0	0	0	0	0	0	0	0	1	4	11	22	38	52	70	88
St. Brendan TOTAL	530	0	8	767	758	740	700	417	383	363	337	311	293	281	290	309	313	325	338
Students Over/Under Capacity				237	228	210	170	-113	-147	-167	-193	-219	-237	-249	-240	-222	-217	-205	-192
% Utilization				145%	143%	140%	132%	79%	72%	68%	64%	59%	55%	53%	55%	58%	59%	61%	64%
St. Mark	393	5	0	471	495	534	489	321	322	324	330	345	345	346	357	359	368	369	371
Students Over/Under Capacity				78	102	141	96	-72	-71	-69	-63	-48	-48	-47	-36	-34	-25	-24	-22
% Utilization				120%	126%	136%	124%	82%	82%	82%	84%	88%	88%	88%	91%	91%	94%	94%	94%
TOTAL	923	5	8	1,238	1,253	1,274	1,189	738	705	687	667	656	638	627	647	668	681	694	709
Students Over/Under Capacity				315	310	336	255	-196	-228	-234	-251	-257	-272	-279	-254	-229	-211	-195	-178
% Utilization				134%	136%	138%	129%	80%	76%	74%	72%	71%	69%	68%	70%	72%	74%	75%	77%

NOTES:

2019-2024 Enrolment data as of October 31 of each year from Maplewood/Edsebli
Enrolment Projections (2025-2034) as of February 18, 2025

Robinson Glen Boundary Review
Enrolment Projections

Current Situation - Robinson Glen aligned with St. Monica				Historical Enrolment					2024 Actual Enrolment	February 18, 2025 Enrolment Projections									
School	Capacity	Portables	Port-a-pak	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
All Saints	421	0	0	350	315	284	254	242	242	223	218	218	211	215	215	201	203	195	185
Students Over/Under Capacity				-71	-106	-137	-167	-179	-179	-198	-203	-203	-210	-206	-206	-220	-218	-226	-236
% Utilization				83%	75%	67%	60%	57%	57%	53%	52%	52%	50%	51%	51%	48%	48%	46%	44%
St. Monica				421	421	402	396	373	372	366	352	363	357	371	377	384	385	391	412
Robinson Glen Future Development				0	0	0	0	0	0	0	0	7	25	43	60	77	94	108	122
St. Monica TOTAL	441	0	0	421	421	402	396	373	372	366	352	370	382	414	437	461	479	499	534
Students Over/Under Capacity				-20	-20	-39	-45	-68	-69	-75	-89	-71	-59	-27	-4	20	38	58	93
% Utilization				95%	95%	91%	90%	85%	84%	83%	80%	84%	87%	94%	99%	105%	109%	113%	121%
TOTAL	862	0	0	771	736	686	650	615	614	589	570	588	593	628	652	662	682	694	719
Students Over/Under Capacity				-91	-126	-176	-212	-247	-248	-273	-292	-274	-269	-234	-210	-200	-180	-168	-143
% Utilization				89%	85%	80%	75%	71%	71%	68%	66%	68%	69%	73%	76%	77%	79%	81%	83%

Proposal - Robinson Glen aligned with All Saints				Historical Enrolment					2024 Actual Enrolment	February 18, 2025 Enrolment Projections									
School	Capacity	Portables	Port-a-pak	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
All Saints				350	315	284	254	242	242	223	218	218	211	215	215	201	203	195	185
Robinson Glen Future Development				0	0	0	0	0	0	0	0	7	25	43	60	77	94	108	122
All Saints TOTAL	421	0	0	350	315	284	254	242	242	223	218	225	236	257	275	278	297	303	307
Students Over/Under Capacity				-71	-106	-137	-167	-179	-179	-198	-203	-196	-185	-164	-146	-143	-124	-118	-114
% Utilization				83%	75%	67%	60%	57%	57%	53%	52%	53%	56%	61%	65%	66%	71%	72%	73%
St. Monica	441	0	0	421	421	402	396	373	372	366	352	363	357	371	377	384	385	391	412
Students Over/Under Capacity				-20	-20	-39	-45	-68	-69	-75	-89	-78	-84	-70	-64	-57	-56	-50	-29
% Utilization				95%	95%	91%	90%	85%	84%	83%	80%	82%	81%	84%	85%	87%	87%	89%	93%
TOTAL	862	0	0	771	736	686	650	615	614	589	570	588	593	628	652	662	682	694	719
Students Over/Under Capacity				-91	310	336	255	-196	-228	-234	-251	-257	-272	-279	-254	-229	-211	-195	-178
% Utilization				89%	85%	80%	75%	71%	71%	68%	66%	68%	69%	73%	76%	77%	79%	81%	83%

NOTES:

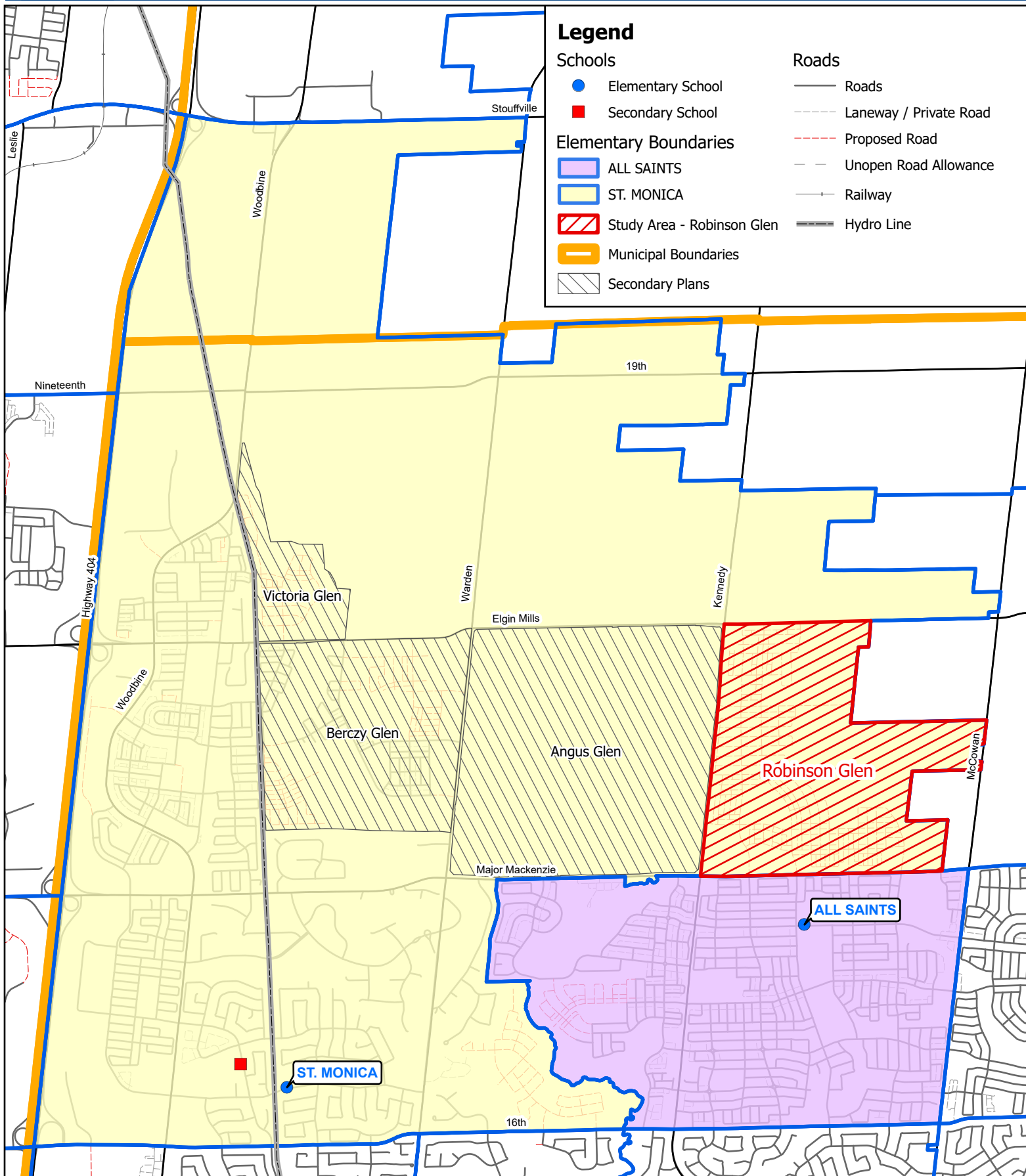
2019-2024 Enrolment data as of October 31 of each year from Maplewood/Edseml
Enrolment Projections (2025-2034) as of February 18, 2025



Robinson Glen Boundary Review

Proposal: Redirect Robinson Glen from St. Monica to All Saints

Map #2



YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 29, 2025

RE: **Community Planning and Partnerships- List of Candidate Schools
2025/2026**

EXECUTIVE SUMMARY:

The purpose of this report is to seek approval of the 2025/2026 Candidate Schools for potential facility partnerships, in accordance with Policy 704 Community Planning and Partnerships (CPP).

As outlined in Policy 704, the Board is required to identify candidate schools for potential facility partnerships on an annual basis, to notify stakeholders of those schools and to conduct a public meeting to discuss potential facility partnerships.

The list of candidate schools is generated based on criteria outlined within the policy, and resulting in the schools listed in Table 1.

BACKGROUND:

In February 2010, the Ministry of Education introduced an initiative to encourage facility partnerships within communities by utilizing excess space within schools. To support this initiative, Board Policy 704 - Encouraging Facility Partnerships was approved in June 2010.

In March 2015, the Ministry of Education released the Community Planning and Partnership guideline. This guideline expanded on the framework of the previous Facility Partnership initiative, with added requirements concerning communication and timing to support facility partnerships. These changes in requirements resulted in the revised Board Policy 704 Community Planning and Partnerships, and are consistent with the schools identified to the Board in Table 1.

Determination of Candidate Schools

Candidate School – Ministry of Education Criteria and Policy 704 Encouraging Facility Partnerships:

In accordance with Ministry of Education criteria and Policy 704, the Board is required to

annually circulate a list of schools which may be locations for potential partnership opportunities. The list is generated by reviewing the Board's facilities in three (3) steps:

Step 1: All schools are evaluated against the following selection criteria (enrolment vs. capacity) (note: the selection criteria in this step is mandated by the Ministry of Education):

1. The school is operating at less than 60% capacity over a two (2) year period (2025-2026).
OR
2. The school has an excess of 200 available pupil places over a two (2) year period (2025-2026)

Step 2: The list of schools generated in Step 1 are reviewed by Administration (School SO's, Planning & Finance) to determine if there are any circumstances to exclude the school as a potential candidate in accordance with policy parameter 3.3:

3.3 The Board shall have the sole discretion to identify, on an annual basis, schools suitable for community partnerships, as well as to determine the eligibility of all potential community partners based on board-determined criteria that is aligned with the Education Act, other relevant legislation and Ministry directives.

Step 3: The resulting lists are refined to shortlist elementary schools available for a facility partnership. In past years, the rooms available per school would be determined through a consultation process, as part of Administration's *Mothballing Initiative*. Specific space per school will be determined in consultation with the school and potential partner depending on the partner's needs and timing.

The following 31 schools, all elementary, have been identified as per the criteria above.

Table 1 - 2025/2026 Candidate Schools for potential facility partnerships

School	Address	Municipality
All Saints	130 Castlemore Ave, Unionville, ON L6C 2P9	Markham
Blessed Trinity	230 Hawker Rd., Maple, ON L6A 2R2	Vaughan
Corpus Christi	35 Squire Drive, Richmond Hill, ON L4S 1C6	Richmond Hill
Divine Mercy	251 Melville Ave, Maple, ON L6A 1Z1	Vaughan
Father Frederick McGinn	61 Brockdale St., Richmond Hill, ON L4E 4W2	Richmond Hill
Father Henri Nouwen	121 Larratt Lane, Richmond Hill, On L4C 0E6	Richmond Hill
Father John Kelly	9350 Keele St., Maple, On L6A 1P4	Vaughan
Holy Jubilee	400 St. Joan Of Arc Ave., Maple, On L6A 2S8	Vaughan
Our Lady Help of Christians	275 Redstone Rd., Richmond Hill, ON L4S 2H1	Richmond Hill
Our Lady of Hope	80 Red Cardinal Trail, Richmond Hill, ON L4E 4B8	Richmond Hill

School	Address	Municipality
Our Lady Of The Annunciation	30 Bayswater Ave., Richmond Hill, On L4E 2L3	Richmond Hill
San Lorenzo Ruiz	840 Bur Oak Ave., Markham, On L6E 0E1	Markham
San Marco	250 Coronation Dr., Woodbridge, On L4L 6H3	Vaughan
St. Agnes of Assisi	120 Larocca Ave., Woodbridge, ON L4H 2A9	Vaughan
St. Andrew	151 Forest Fountain Dr., Woodbridge, On L4H 1S4	Vaughan
St. Anthony	141 Kirk Dr. Thornhill, ON L3T 3L3	Markham
St. Bernadette	5279 Black River Rd., Sutton West, ON L0E 1R0	Georgina
St. Cecilia	300 Peter Rupert Ave, Maple, ON L6A 4P3	Vaughan
St. Clare	391 Velmar Dr., Woodbridge, On L4L 8J5	Vaughan
St. David	240 Killian Rd., Maple, On L6A 1A8	Vaughan
St. Emily	60 Vellore Woods Blvd., Woodbridge, ON L4H 2K8	Vaughan
St. Gregory the Great	140 Greenpark Blvd., Woodbridge, ON L4L 6Z6	Vaughan
St. Giovanni Battista Scalabrini	290 York Hill Blvd., Thornhill, ON L4J 3B6	Vaughan
St. James	171 Mast Rd., Maple, On L6A 3J7	Vaughan
St. Jerome	20 Bridgenorth Dr., Aurora, On L4G 7P3	Aurora
St. John Bosco	199 Belview Ave., Woodbridge, ON L4L 5N9	Vaughan
St. John Chrysostom	800 Joe Persechini DR., Newmarket, ON L3X 2E8	Newmarket
St. Julia Billiart	2070 Bur Oak Ave., Markham, ON L6E 1X5	Markham
St. Luke Catholic Learning Centre	301 Barrhill Road, Maple, ON L6A 1J5	Vaughan
St. Matthew	75 Waterbridge Lane, Unionville, ON L3R 4G3	Markham
St. Michael the Archangel	161 Via Campanile, Woodbridge, ON L4H 3K5	Vaughan
St. Raphael the Archangel	131 Ravineview Dr, Maple, ON L6A 3T6	Vaughan
Note: More in depth analysis will be completed on a case by case basis to determine the exact square footage available should a community partner inquire.		

Co-build Opportunities

New schools and additions are also required to be considered for Community Planning and Partnership opportunities. Table 2 below identifies future projects with co-build opportunities:

Table 2 - 2025/2026 Co-build Opportunities

School Name	Panel	Municipality	Status
St. Robert (Replacement)	Secondary	Markham	TBD*
Vaughan Metropolitan Centre Joint (Joint with York Region District School Board)	Elementary	Vaughan	Ministry Approved, Design phase

*Pending Ministry of Education approval for Capital Priorities

Note: Please refer to the Board's Long Term Accommodation Plan for timing and location.

NEXT STEPS:

Subject to Board approval, the information in Table 1 and Table 2 will be circulated as per Policy 704 and a public meeting planned for May 28, 2025 will provide a forum for discussion of possible partnership opportunities.

SUMMARY:

In accordance with Policy 704 and the Ministry of Education's Community Planning and Partnerships guideline, the annual list of candidate schools has been developed and available for communication to stakeholders. The analysis of available classrooms has been developed based on school capacities, as per the Ministry of Education loadings. Subject to Board approval, Table 1 and 2 will be communicated to stakeholders and a public meeting to discuss possible partnership opportunities will be scheduled on May 28, 2025.

RECOMMENDATIONS:

THAT the Board approve the list of schools as identified on Table 1 and 2 in accordance with Policy 704.

Prepared By: Joachim Tsui, Manager, Community Planning and Partnerships
Submitted By: Giovanna De Girolamo, Coordinating Manager, Planning & Operations
Endorsed By: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: April 29, 2025

Report: French Immersion Program Update – St. Joan of Arc CHS

EXECUTIVE SUMMARY:

This report is submitted to provide the Board of Trustees with an update on the French Immersion program at St. Joan of Arc CHS. While the program initially secured 25 student commitments, current confirmed enrollment has declined to 11 students. The drop in numbers has created significant concerns regarding financial sustainability, instructional feasibility, and equitable resource allocation. Despite the current challenges, strong feeder school participation, policy changes on specialty program boundaries, and regional interest support the long-term viability of the program. A decision is now required to either proceed with the program for 2025–2026 or to cancel or defer its launch. This report outlines the advantages and disadvantages of both options to support informed decision-making.

BACKGROUND INFORMATION:

The French Immersion program at SJA was introduced to expand secondary French Immersion options in the Vaughan/Maple area. Following the program's approval, community outreach and engagement initially resulted in 25 students registering. However, as of the date of this report, only 11 students remain enrolled. To run a viable FI program, a minimum of three French-language subject sections are needed. Offering these sections for just 11 students per year would create significant cost pressures and scheduling complexities, particularly when other Grade 9 classes average approximately 33 students. While launching with a small cohort could build long-term stability, it must be weighed against current realities of staffing allocation, financial equity, and student experience.

ANALYSIS: CONSIDERATIONS FOR DECISION MAKING

Proceed with the Program (2025–2026)

Pros	Cons
Builds long-term credibility and momentum for the program	High per-student cost due to small class size (3 sections for 11 students (\$50,000))
Reinforces community trust in Board commitments	Inequitable compared to other Grade 9 classes with ~33 students
Strong French Immersion pipeline from feeder schools	Logistical complexity in scheduling and staffing
Supports future growth under new boundary-based admissions policy	Limited peer group may affect student experience and engagement
Helps alleviate enrollment pressure at OLQW	Risk of ongoing low enrollment without guaranteed future growth

Cancel or Defer the Program

Pros	Cons
Reduces staffing costs and avoids resource inefficiencies	Loss of trust from families who registered in good faith
Allows time to rebuild stronger enrollment and interest	Could harm Board's reputation for follow-through
Prevents launching a program under suboptimal conditions	Missed opportunity to establish bilingual programming at SJA
Ensures equity by avoiding disproportionate investment	Increases pressure on existing FI sites (e.g., OLQW)
Makes space for more strategic, better-timed relaunch	Potential drop in future interest due to perceived instability

RECOMMENDATION:

THAT the Board approve the deferral of the French Immersion program at St. Joan of Arc Catholic High School for the 2025–2026 academic year, based on the current low enrollment and the resulting resource inefficiencies.

Prepared by:
Reviewed and Submitted by:
Endorsed by:

Joel Chiutsi, Superintendent of Education
Jennifer Sarna, Associate Director
John De Faveri, Director of Education, Foundation Chair & Secretary of the Board

REPORT NO. 2025:03
YORK CATHOLIC PARENT INVOLVEMENT COMMITTEE (YCPIC)

April 29, 2025

PRESENT:

REGRETS:

Trustee(s): N/A

- Martina Saverino, YCPIC Chair**

YORK CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE
REPORT NO. 2025: 05

To: Regular Board Meeting

April 29, 2025

A meeting of the Special Education Advisory Committee was held on **April 7, 2025** in a hybrid format in person at the CEC, 320 Bloomington Rd. W and virtually over Google meet.

PRESENT:

Committee Members:	N. Byrne*, S. Carnovale*, A. Connolly*, A. Grella, M. Iafrate*, S. Leckey*, J. Man*, N. Welch*, J. Wigston, M. Xue*, Y. Zhou
Association Representatives:	J. Akleh*, E. DiFalco*
Administration:	A.Cabraja*, L.Lausic*, J. Powers, E. Strano
Regrets:	A. Carter, D. Legris
Recording	C. Mong*
Guests:	J. Duff, <i>CDA, Student Services, YCDSB</i> J. Lee, <i>Manager ABA & Behaviour Resource Services, YCDSB</i> O. Guedes, <i>Student, SDD, YCDSB</i> M. Marcello, <i>Teacher, GNA, YCDSB</i> S. Troung, <i>SLP, Student Services, YCDSB</i> C. Weber, <i>Vision Consultant, Student Services, YCDSB</i>

**Denotes Virtual attendance*

1. ACTION ITEM(S): NIL

2. CORRESPONDENCE: NIL

3. PRESENTATIONS/DISCUSSIONS/INFORMATION:

- Enhancing Voices, Empowering Success: Communication for Every Student
- Red Shirt Day
- Special Education Plan - Review
- Student Services Monthly Update

4. ASSOCIATION REPORTS:

- Easter Seals: Red Shirt day
- LDAYS: Upcoming programs and Workshops

5. ITEMS FOR FUTURE AGENDA:

- Special Education Plan- finalize
- Budget Presentation

6. NEXT MEETING: May 5, 2025

A. GRELLA, CHAIR, SEAC

York Catholic District School Board
REPORT NO. 2025:04 of the
POLICY REVIEW COMMITTEE

To: Board of Trustees

April 29, 2025

A hybrid session of the Policy Review Committee was held on April 8, 2025 starting at 6:30 p.m.

PRESENT:

Committee Members:	In person:	F. Alexander, C. Cotton, A. Grella, A. Saggese, J. Wigston
	Virtual:	M. Barbieri
	Absent with Notice:	J. DiMeo
Other Trustees:		E. Crowe, M. Iafrate
Administration:	In Person:	R. Antunes, M. Brosens, A. Burnell-Gentile, J. De Faveri, A. Arcadi, J. Chiutsi, G. De Girolamo, A. Iafrate, T. Laliberte, S. Morrow, L. Paonessa, J. Powers, J. Sarna, L. Sawicky, S. Wright
	Virtual:	K. Elgharbawy, C. McNeil, M. McShine Quao, J. Tsai
Recording:		A. McMahon
Presiding:		A. Saggese

ACTION ITEMS:

1. **THAT** the Board approve the following revised policy:
Policy 205 Student Government
2. **THAT** the Board approve the following new policy:
Policy 304 Research and Surveys (formerly Policy 304A&B)
Research and Surveys Procedure
3. **THAT** the Board approve the following revised policy:
Policy 603B Fundraising for External Charitable Purposes

DISCUSSION ITEMS/ INFORMATION ITEMS:

Policy 220 Graduation Exercises in Elementary and Secondary Schools
Policy 603A School Fundraising
Policy 803 School Generated Funds and School Generated Funds Procedure

FUTURE ITEMS:

Policy 101 Meta Policy: Management and Governance
Policy 206 Supporting Students with Prevalent Medical Conditions
(Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools
Policy 415 Accessibility Standards for Employment
Policy 601 Accessibility Standards in Customer Service
Policy 609 Accessibility Standards for Information and Communication
Policy 616 Community Use of Schools
Policy 708 Outdoor Activity Equipment

Future meeting dates for Policy Review Committee:

June 3, 2025

Adjournment – 8:34 p.m.

A. Saggese, Committee Chair



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 205
<i>Former Policy #</i> 205	<i>Page</i> 1 of 8
<i>Original Approved Date</i> June 21, 2005	<i>Subsequent Approval Dates</i> November 26, 2013

POLICY TITLE: STUDENT GOVERNMENT

SECTION A

1. PURPOSE

The York Catholic District School Board values the gifts that our students bring to our Catholic Learning Communities. We value collaboration, dialogue and respect as well as the gifts that our students bring to our Catholic Learning Communities.; and wWe are committed to providing meaningful student leadership opportunities, guided by Jesus' inspiration example, throughout the Board. Senior Administration, Principals, and teachers are committed to supporting and nurturing student leadership, empowering young leaders to make positive impacts within their schools and beyond.

2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board that our youth be empowered to become "change agents of positive change" through student voice and student leadership at both the Elementary and Secondary levels.

3. PARAMETERS

GENERAL

3.1 ~~All funds generated by the Student Government shall be counted by two or more persons, the proper fund-counter form completed and signed and immediately brought to the school office for deposit into the school bank account.~~

3.2 ~~Accurate accounting shall be maintained by School Administration to comply with the requirement of accountability for the Principal, school community and Student Government. Accurate records of daily transactions and regular reporting are to be kept in the prescribed uniform format and subject to internal and external audit.~~

3.1 Student Government shall operate in alignment with the York Catholic District Board Multi-Year Strategic Plan and the school's improvement plan.

- 3.2 Student Government at both the Elementary and Secondary levels shall adhere to the following general principles to ensure effective operation and representation:
- 3.2.1 The Student Government selection process shall be transparent and inclusive.
 - 3.2.2 All students shall have the opportunity to participate and contribute to the Student Government.
 - 3.2.3 Student Government candidates must demonstrate qualities such as leadership, integrity, responsibility, and respect for Catholic values and virtues.
 - 3.2.4 Members of Student Government shall demonstrate a commitment to serving the best interests of the student body and promoting the values of inclusivity, collaboration, and service within the school community.
 - 3.2.5 The Student Government shall collaborate with school Administration, teachers, and other student organizations to foster a positive school culture and bring forward relevant issues affecting students.
 - 3.2.6 The Student Government shall maintain open lines of communication with students and school Administration for the purpose of soliciting feedback, suggestions, and ideas for improvement.

SECONDARY

- 3.3 Every Secondary School in the York Catholic District School Board shall have an active Student Government accountable to the student body and the school Administration.
- 3.4 All Secondary Schools shall be members and active participants in the York Secondary Catholic Presidents Council (YSCPC).
- 3.5 The mandate of Student Government within its defined jurisdiction and in accordance with the York Secondary Catholic Presidents' Council YSCPC Constitution shall be to:
- 3.5.1 represent the student body
 - 3.5.2 promote opportunities for social justice activities
 - 3.5.3 enhance communication, sense of unity and Catholic leadership among the Secondary Schools
 - 3.5.4 be accountable for its activities
 - 3.5.5 coordinate activities for the student community
 - 3.5.6 organize and administer councils
 - 3.5.7 promote interdependence of councils
 - 3.5.8 represent members of all councils
 - 3.5.9 liaise with Catholic School Council, staff, school Administration and the YSCPC
 - 3.5.10 promote opportunities for leadership development
 - 3.5.11 promote a positive, safe and welcoming environment.

- 3.6 Each Secondary School shall define the process for determining the membership and format of the Student Government: **in accordance with the general principles listed under Parameter 3.2.**
- 3.6.1 **Each school shall document this process and ensure it is communicated to all students.**
- 3.7 Councils and their membership shall be defined at the school level.
- 3.8 Each Secondary School shall have a member of school Administration whose responsibilities will include an active role in Student Government.
- 3.9 Each Student Government shall have representation from a teacher staff member(s) to act as a staff advisor.
- 3.10 Each Secondary School shall determine the various councils that comprise the Student Government organization. ~~Some examples of councils that have typically comprised Student Government are:~~
- ~~Arts~~
 - ~~Athletics~~
 - ~~Chaplaincy (Luke 4:18)~~
 - ~~Drug and Alcohol Awareness~~
 - ~~Desire for Change~~
 - ~~Environmental~~
 - ~~Equity and Inclusivity~~
 - ~~Grade 9 Council~~
 - ~~Intramural~~
 - ~~Leadership Development for Grade 8 students~~
 - ~~Social Justice~~
 - ~~Spirit~~
 - ~~Student Council~~
- 3.11 Reporting procedures within the school community shall include the provision for Student Government reporting during Staff meetings and Catholic School Council meetings.
- 3.12 ~~Inservices shall be provided and funded through the Board and endorsed by the YSCPC for:~~
- ~~Student Government council members~~
 - ~~Teacher staff advisor(s)~~
 - ~~Administrative liaison(s)~~
- 3.13 ~~Inservicing shall be provided for such areas as goal setting, roles/responsibilities, conflict resolution, group dynamics and organizational structures.~~
- 3.14 **The York Catholic District School Board shall offer board-level professional development opportunities which may involve members of Student Government and other leaders.**
- 3.14.1 **Members of the YSCPC and Student Trustees may play a role in coordinating these events, ensuring they meet the needs of Student Government members and contribute to their professional growth and development.**

- 3.15 Student Government ~~shall~~ **may** be funded through an allocation from the Student Activity Fee. This may be through a per-pupil allocation or a set designation of funds.
- 3.16 The Student Government may engage in fundraising activities in compliance with the following financial guidelines:
- 3.16.1 It is expected that funds generated during a school year shall be expended by June 30th. Any monies remaining from Student Government activities shall be provided to the incoming council and are not to be used as an offset of the Student Activity Fee.
 - 3.16.2 Accurate accounting shall be maintained by School Administration to comply with the requirement of accountability for the Principal, school community and Student Government.
 - 3.16.3 Accurate records of daily transactions and regular reporting are to be kept in the prescribed uniform format and subject to internal and external audit.
 - 3.16.4 When funds are generated by the Student Government, they shall be counted by two or more persons, supervised by school staff. The proper fund-counter form shall then be completed and signed and immediately brought to the school office for deposit into the school bank account.

ELEMENTARY

- 3.17 Elementary schools in the York Catholic District School Board may have an active Student Government accountable to the student body and the school Administration.
- 3.18 If Elementary Schools **may** choose to create a Student Government **in which** its mandate shall be to **work with their staff advisor to:**
- 3.18.1 grow and learn as a Catholic School community
 - 3.18.2 ~~represent the student body~~
 - 3.18.3 promote opportunities for social justice activities
 - 3.18.4 bridge communication between the students, school administration and Catholic School Council
 - 3.18.5 ~~be accountable for its activities~~
 - 3.18.6 ~~coordinate activities for the student community~~
 - 3.18.7 promote a positive, safe and welcoming environment
 - 3.18.8 ensure that student opinions and concerns are heard
 - 3.18.9 promote opportunities for leadership development
- 3.19 If Elementary Schools choose to create a Student Government the school shall define the process for determining the membership and format of the Student Government, **in accordance with the general principles listed under Parameter 3.2.**
- 3.19.1 Each school shall document this process and ensure it is communicated to all students.
- 3.20 Each Student Government shall have representation from a teacher staff member(s) to act as staff advisor(s).
- 3.21 If Elementary Schools choose to create a Student Government the Administration in consultation with staff, shall determine ~~the various~~ **which** committees that comprise the Student Government, ~~some of which may include, but are not limited to:~~

~~Social Justice — Responsible for planning and organizing committees, events and/or activities that support and are congruent with the tenets of our Faith, such as Luke 4:18, St. Vincent de Paul, Rose of Sharon, etc.~~

~~Spirit—Responsible for planning, organizing, marketing and advertising school social and spirit events such as dances, spirit days, play dates, school plays, etc.~~

~~Technology—Responsible for helping with the technology in the school, as well as technology used during liturgies, masses, presentations, etc.~~

~~Environmental—Responsible for the organization and development of all Environmental activities in the school, such as recycling programs, planting of trees and shrubs, promotion of litter less lunch days, beautifying school grounds.~~

~~Athletic—Responsible for the organization and development of Athletic events in the school, such as tournaments, intramural sports.~~

~~Peer Mentoring—Responsible for working with younger students, assisting during recess, lunch time, etc., both in the school and on the playground.~~

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Student Government Policy.
- 4.1.2 To recognize the importance of student voice throughout the Board.

4.2 ~~Senior Administration: Superintendent of Elementary Schools~~

- 4.2.1 ~~To support the implementation and compliance with policies and related guidelines and procedures.~~

4.3 ~~Senior Administration: Superintendent of Secondary Schools~~ **Education: School Leadership**

- 4.3.1 To support the implementation and compliance with policies and related guidelines and procedures.
- 4.3.2 To act as a de facto member of the YSCPC.
- 4.3.3 To encourage and support Student Government activities within all York Catholic District Secondary schools.
- 4.3.4 To identify policy matters which require, or would benefit from, consultation with student representatives.

4.4 Principals

- 4.4.1 To be responsible for ensuring the existence and proper functioning of Student Government.
- 4.4.2 **To define and document the process for determining the membership and format of the Student Government and to ensure it is communicated to all students.**
- 4.4.3 **To ensure that members of the Student Government review the Constitution annually.**
- 4.4.4 To serve an active role in Student Government.
- 4.4.5 To be responsible for all Student Government activities and specifically for the appropriate processing of funds.
- 4.4.6 To ensure that Student Government events aim to be inclusive of all students.
- 4.4.7 To consult regularly with Student Government representatives on matters relating to specific issues and policies that affects the general student body within their school.
- 4.4.8 At the Secondary level to act as a liaison and resource for the YSCPC.

4.5 Staff Advisors (Secondary)

- 4.5.1 To support and encourage open and honest dialogue during all YSCPC related functions / activities.
- 4.5.2 To facilitate the Open Forum led by the Student Trustees, including reducing the number of Staff Advisors present during discussions upon request.

4.6 Staff Advisors (Elementary/Secondary)

- 4.6.1 To support, and encourage, and monitor open and honest dialogue during all Student Government related functions / activities.

4.7 Teachers

- 4.7.1 To assess the progress of members of the Student Government to ensure that they continue to succeed academically.
- 4.7.2 To work collaboratively with Administration, the staff advisors and student leaders to find new ways to actively engage students toward increased student success.
- 4.7.3 To support Student Government events and endeavours.

4.8 The York Secondary Catholic Presidents Council

- 4.8.1 To enhance communication and foster cooperation between students, Student Governments, and secondary Student Trustees in the Board.
- 4.8.2 To be inclusive of all secondary schools in the Board.
- 4.8.3 To provide a forum for secondary Student Government members to meet and voice their concerns and opinions to the Student Trustees.
- 4.8.4 To give reasonable notice to Student Governments of meeting dates, sStudent tTrustee elections and YSCPC executive elections.
- 4.8.5 To read and review the Constitution annually, ensuring a thorough understanding of its provisions.
- 4.8.6 To organize and oversee the annual Leadership Awards.

4.9 Secondary Student Trustees

- 4.9.1 To perform the duties of "Student Trustee" in accordance with *Ontario Regulation 7/07 and YCDSB Policy 107 Student Trustees*.
- 4.9.2 To abide by all Board policies and procedures when representing York Catholic District School Board in the role of Student Trustee.
- 4.9.3 To give the student population a meaningful voice in Board deliberation and acting act as a conduit for the flow of information and ideas between Trustees, Staff, and the student body.
- 4.9.4 To make themselves accessible to student councils within the Board to listen to their concerns.
- 4.9.5 To attend all meetings of the York Secondary Catholic Presidents' Council.
- 4.9.6 To consult with student councils on matters being considered by the Board.
- 4.9.7 To maintain open lines of communication at all times between themselves and secondary students to discuss issues and ideas.

4.10 Secondary Student Council Members/Representatives

- 4.10.1 To serve as the main contact for consultation on matters related to the student body.
- 4.10.2 To work proactively with the school administration, when appropriate, to resolve issues related to the interests of the student body.
- 4.10.3 To work to improve school spirit in the learning environment.
- 4.10.4 To create a forum for student-led clubs and councils to meet and share information regarding student-related matters.

- 4.10.5 To represent the student body on the school council and actively voice student concerns on issues.
- 4.10.6 To keep the students in their schools informed about their role as a representative body and about the activities of the York Secondary Catholic Presidents' Council.
- 4.10.7 To inform and engage the student body in leadership opportunities available to them within the Board.
- 4.10.8 To ensure student council members/representatives continue to succeed academically.

4.11 Students

- 4.11.1 To strive to support the health and well-being and faith formation of the student community.
- 4.11.2 To be aware of the student council group activities within their school.
- 4.11.3 To bring to the attention of their student leaders any issues or suggestions that affect the student community.
- 4.11.4 To participate respectfully and ethically in the student leadership process.

5. DEFINITIONS

5.1 YSCPC Constitution and Executive Membership

The YSCPC eConstitution is a document that defines the mission statement, objectives, membership, roles, responsibilities, duties and procedures to guide the operation and collaborative decision-making of the York Secondary Catholic Presidents Council. All members of the YSCPC shall be secondary students enrolled in the York Catholic District School Board.

Membership of the YSCPC Executive consists of one:

- President
- 1st Vice President
- 2nd Vice President
- Director of Community Relations
- Director of Communication
- Secretary and Treasurer

5.2 ~~Membership in York Secondary Catholic Presidents Council (YSCPC)~~

~~Membership in the YSCPC consists of one President, 1st Vice President, 2nd Vice President, Director of Community Relations, Director of Communication, Secretary and Treasurer whose responsibilities and duties as Executive Members are outlined within the YSCPC Constitution. All members of the YSCPC shall be secondary students enrolled in the York Catholic District School Board.~~

5.3 Student Government

At both the Elementary and Secondary levels, Student Governments are the voice representing the student body in our Catholic Schools.

All Catholic Secondary School Student Governments are connected through a central organization known as The York Secondary Catholic Presidents Council (YSCPC) that meets on a monthly basis.

5.4 Staff Advisors on the YSCPC

Staff Advisors on the YSCPC shall consist of two or more Secondary School Administrators, and one Superintendent of Education: School Leadership Secondary Schools in a de facto role and a Board consultant as deemed appropriate.

5.5 Student Councils

A democratically-elected student run body that actively represents student voice and works to improve school spirit and the school community.

6. CROSS REFERENCES

YCDSB Policy 107 Student Trustees

YCDSB Policy 603A School Fundraising Policy

YCDSB Policy 603B Fundraising for External Charitable Purposes

YCDSB Policy 606 Catholic School Councils

YCDSB Policy 803 School Generated Funds

YCDSB Procedure 803 School Generated Funds

York Secondary Catholic Presidents' Council Constitution

Approval by Board	<u>June 21, 2005</u> <i>Date</i>
Effective Date	<u>June 22, 2005</u> <i>Date</i>
Revision Date	<u>November 26, 2013</u> <i>Date</i>
Review Date	<u>November 2018</u> <i>Date</i>



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Program/Curriculum	<i>Policy Number</i> 304
<i>Former Policy #</i> 503/304A/304B	<i>Page</i> 1 of 8
<i>Original Approved Date</i> May 5, 2009	<i>Subsequent Approval Dates</i> December 15, 2015

POLICY TITLE: RESEARCH AND SURVEYS

SECTION A

1. PURPOSE

The York Catholic District School Board (YCDSB) supports the use of research, surveys and innovation to enhance learning, decision-making and instructional practice in support of the Board's Mission, Vision, Strategic Commitments and Multi-Year Strategic Plan. The purpose of this policy is to provide parameters and guidelines for facilitating requests to conduct research and administering surveys that are outside of the realm of Board mandate and, in order to meet the specific needs of the school, and to ensure adherence to provincial legislation, federal guidelines, and Ministry directives.

2. POLICY STATEMENT OBJECTIVE

It is the policy of the York Catholic District School Board to permit internal and external individuals or groups to conduct research and surveys that will benefit student achievement and well-being. subject to approved parameters and procedure.

3. PARAMETERS

- 3.1 All individuals who are interested in conducting research and surveys within the York Catholic District School Board shall agree to abide by this policy and procedures.
- 3.2 Research and surveys conducted within the York Catholic District School Board shall ensure uphold respect for the Catholic faith and human dignity;. They must also conform to accepted standards for research and ethical practices, comply with applicable legislation governing the Freedom of Information and Protection of Privacy and Canada's Anti-Spam Legislation (CASL), and federal guidelines, while adhering to collective agreement obligations.
- 3.3 Requests to conduct research and surveys must shall receive prior approval before inviting participation in accordance with Appendix A : Research and Surveys Approval Process.
 - 3.3.1 Internal research and survey requests shall be reviewed and approved by the Principal.
 - 3.3.2 External research and survey requests shall be reviewed and approved by the Research Advisory Committee.

- ~~3.4 Quality assurance studies, performance reviews, or testing that is **are** within the realm of Ministry/Board mandate and normal educational requirements shall not be subject to this Board review process.~~
- 3.4 Participation by individual schools, staff, parents/guardians, and students in **surveys and** research projects shall be voluntary.
- 3.5 All individuals invited to participate in **surveys and** research shall be fully informed of the **purpose**, objectives, procedures, foreseeable risks, **and** potential benefits, **and intended use of the results.**
- 3.6 Privacy, anonymity and confidentiality of data/information identifying respondents, participants and/or schools shall be strictly maintained to the full extent provided by law. ~~unless a participant or a parent of a student under 18 years of age grants express permission.~~
- 3.7 Written parental permission is required for any **external** research **projects or surveys** involving students under 18 years of age. **Where appropriate, the external researcher must obtain both parental consent and student assent.**
- 3.8 **Consistent with the Education Act**, a Vulnerable Sector Screening – Police **Reference Check (VSS)** or an **Enhanced Police Information Check (E-PIC)** **executed within the preceding six months** is required prior to commencement if any **external** researcher has direct contact with students.
- ~~3.9 **External** researchers shall ensure that they are never alone with any student(s) and shall be supervised by a Board employee.~~
- ~~3.10 **Internal and external surveys for students, conducted either online or on paper, shall be completed under the supervision of a Board/School employee unless it is an online survey that is administered to secondary students with Principal approval.**~~
- 3.11 **All individuals requesting to conduct research or administer surveys** ~~researchers~~ shall indicate in their application the intended use(s) of results, including any resources or products that may be created as a result of the project. It is understood that:
- 3.11.1 Not-for-profit resources or products shall be made available to the York Catholic District School Board, at no cost, for internal use only; and,
- 3.11.2 For-profit resources or products become the joint property of the researcher and the York Catholic District School Board unless otherwise agreed to by the Director of Education.

4. RESPONSIBILITIES

- 4.1 **Director of Education**
- 4.1.1 To oversee compliance with the Research **and Surveys** policy and procedure.
- 4.2 **Research Officer**
- 4.2.1 **To serve as a liaison between schools and individuals or groups requesting to conduct research or administer surveys in the Board.**

- 4.2.2 To provide guidance to the appropriate member of Senior Administration (based upon portfolio and/or focus area) on multi-school research and survey requests if necessary.
- 4.3 **Research Advisory Committee**
- 4.3.1 To review **and approve** all requests for Board and non-board-initiated **all external** research projects **or survey requests** to be conducted in the York Catholic District School Board. ~~with respect to:~~
- 4.2.1.1 The tenets of the Catholic faith;
- 4.2.1.2 Their relevance to the educational objectives, priorities and research needs of the Board;
- 4.2.1.3 Ethical considerations and protection of privacy and information;
- 4.2.1.4 The impact on individual school(s) and the system; and,
- 4.2.1.5 The effect on instructional time and the extent of involvement required from staff and students.
- 4.3.2 To ~~approve or deny requests to conduct research or administer surveys in school(s) or the Board.~~
- 4.3.3 To ~~inform Supervisory Officers and Principals of approved research requests.~~
- 4.3.4 To ~~protect schools, students and staff from research that may have an adverse effect on their rights and well-being.~~
- 4.3.5 To ~~serve as a liaison between schools and researchers.~~
- 4.3.6 To ~~adjudicate issues that may arise from an approved research or survey request.~~
- 4.4 **Senior Administration (Based upon portfolio and/or focus area)**
- 4.4.1 To review and approve multi-school research and survey requests.
- 4.5 **Superintendents of Education**
- 4.5.1 To provide Principals with guidance ~~and recommendations~~ for school participation in **individual school** research **or survey requests**, as required.
- 4.6 **Principals**
- 4.6.1 To ensure adherence to the Board Research **and Surveys** policy ~~and parameters~~ and procedure.
- 4.6.2 To determine their schools' involvement and participation in **external** research **and surveys** approved and recommended by the Research Advisory Committee.
- 4.6.3 To review **and approve** ~~and/or deny internal~~ **individual school** research **and survey** requests. ~~within the~~ at their school. ~~received from staff, students or the Catholic School Council.~~
- 4.6.4 To oversee the individual(s) requesting to conduct research or administer surveys in the school throughout the research/survey process.
- 4.7 **Researchers** **Individuals Requesting to Conduct Research or Administer Surveys**
- 4.7.1 To ensure that the research ~~and survey requests~~ **complies** ~~comply~~ with all ~~aspects of the Board Research and Surveys policy, parameters, and~~ procedure.
- 4.7.2 To submit requests to conduct ~~external~~ **surveys** or research **within** the Board **in accordance with Appendix A : Research and Surveys Approval Process.**

- to the Research Advisory Committee and to the Principal for internal research requests.
- 4.7.3 To inform and communicate details of the research or survey and obtain the necessary permissions prior to commencement.
 - 4.7.4 To fully cooperate to the fullest extent with Principal(s) and/or Board central staff throughout the process.
 - 4.7.5 To **uphold** ~~adhere~~ perform at all times with the highest level of research ethical~~s~~ and professional standards and principles of research.
 - 4.7.6 To respect instructional time and ensure that survey questions are not ~~construed to be~~ evaluative.

5. DEFINITIONS

- 5.1 **Anonymity**
The practice of collecting research and survey data without any identifying or personal information.
- 5.2 **Confidentiality**
The ethical obligation of researchers to secure collected data and prevent unauthorized disclosure throughout its lifecycle, in accordance with professional research standards.
- 5.3 **External Research/Survey Request**
Refers to a formal research or survey request from an external individual or group, such as a government agency, university, college, or research institution, that is subject to approval by the Research Advisory Committee.
~~Refers to research that is conducted to benefit students and the field of education by:~~
 - ~~5.3.1 A Ministry or government agency;~~
 - ~~5.3.2 An external institution or organization;~~
 - ~~5.3.3 A community agency;~~
 - ~~5.3.4 An external individual;~~
 - ~~5.3.5 A Board employee collaborating with a non-Board agency or educational institution;~~ or,
 - ~~5.3.6 A Board employee conducting research outside of his or her their area of responsibility.~~
- 5.4 **Informed Consent**
The voluntary agreement of a participant to take part in a research project after being fully informed about the study's purpose, procedures, and their rights, including the right to withdraw at any time. For participants under 18, parental permission and student assent are required.
- 5.5 **Internal Research/Survey Request**
A formal request from an internal individual or group to conduct research or surveys within a classroom, individual school or across multiple schools.
 - 5.5.1 Individual classroom requests** require approval from the Teacher.
 - 5.5.2 Individual school requests** require approval from the Principal.
 - 5.5.3 Multi-school requests** must be approved by the appropriate member of Senior Administration (based upon portfolio and/or focus area).

Refers to a staff, school or classroom project that is to be carried out by a Board employee, Catholic School Council, ~~or~~ student group or Board partner that meets specific staff, classroom, school and/or Board needs. Internal research excludes School Surveys that are administered by members of a school community to meet specific needs of the school under Policy and Procedures 304 B Internal School Surveys.

5.6 Research

Refers to an investigation undertaken to increase knowledge and understanding through the gathering of data and information in order to develop new **educational** materials, products and/or processes.

5.7 Research Advisory Committee

A committee established under the direction and oversight of the Superintendent of **Education: Curriculum and Assessment**. ~~consisting of the following individuals: The Research Advisory Committee operates within its Terms of Reference in accordance with the TCPS 2 and serves as the YCDSB's research ethics board.~~

- 5.7.1 Superintendent of Curriculum and Assessment, or designate;
- 5.7.2 Superintendent of Education: Exceptional Learners, or designate;
- 5.7.3 Superintendent of Education: School Leadership;
- 5.7.4 York Catholic Elementary Principals'/Vice Principals' Association (1
- 5.7.5 Representative);
- 5.7.6 York Catholic Secondary Principals'/Vice Principals' Association (1
- 5.7.7 Representative);
- 5.7.8 Ontario English Catholic Teachers' Association (OECTA) York Unit (2
- 5.7.9 Representatives);
- 5.7.10 York Catholic District School Board Research Officer;
- 5.7.11 Ad Hoc member(s) as required, for the purpose of reviewing a project that requires specific expertise not available among the Research Advisory Committee's regular members.

5.8 Survey

Refers to an investigation or consultation undertaken to increase knowledge and understanding by gathering information from individuals to understand attitudes, opinions, beliefs, or behaviours, on educational related topics.

6. CROSS REFERENCES

Legislation

[Anti-Racism Act, 2017](#)

[Canada's Anti-Spam Legislation \(CASL\)](#)

[Data Standards for the Identification and Monitoring of Systemic Racism](#)

[Education Act](#)

[Municipal Freedom of Information and Protection of Privacy Act](#)

[Ontario Human Rights Code](#)

[O. Reg. 521/01 Collection of Personal Information Education Act](#)

[Personal Health Information Protection Act \(PHIPA\)](#)

[Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans - TCPS 2 \(2022\)](#)

Policy

[YCDSB Policy 304A Research](#)

[YCDSB Policy 304B Internal School Surveys](#)

Related Forms

Admin 51 [Internal Research Approval Form](#)

Admin 52 [External Research Application Form](#)

Admin 53 [External Research Approval Form](#)

Admin 54 [YCDSB Internal School Survey Approval Form](#)

Admin 51: Internal Research and Surveys Application Form

Admin 52: External Research and Surveys Application Form

Admin 55: Use of Personal Information for Research Purposes Form

Approval by Board	<u>December 15, 2015</u> <i>Date</i>
Effective Date	<u>December 16, 2015</u> <i>Date</i>
Revision Dates	<u>December 15, 2015</u> <i>Date</i>
Review Date	<u>December 2020</u> <i>Date</i>

POLICY TITLE: RESEARCH

SECTION B: GUIDELINES & PROCEDURES FOR RESEARCH

~~The Board's procedures, an addendum to this policy, apply to internal and external individuals or agencies wishing to conduct research involving schools, students, staff or parents in the York Catholic District School~~

~~Board. Individuals who are interested in conducting research within the York Catholic District School Board~~

~~should contact the Board's [Research Officer](#) for additional information.~~

~~The procedures to this policy outline pertinent information related to the following components of the research application process:~~

1. ~~Criteria for Submitting a Request to Conduct Research~~

- ~~1.1 Internal Research Requests~~
- ~~1.2 External Research Requests~~

2. ~~Criteria for Approval of Research~~

- ~~2.1 Benefits for Student Achievement, **Equity** and Well Being~~
- ~~2.2 Moral, Ethical and Religious Guidelines~~
- ~~2.3 Legal Issues and Ethical Guidelines Protection of Individuals and Schools~~
- ~~2.4 Feedback and Communication~~

3. ~~Research Advisory Committee~~

- ~~3.1 Prioritization of Research Requests~~
- ~~3.2 Approval Process~~

4. ~~Research Application Process Overview~~

5. ~~Research Application and Approval Forms~~

- ~~5.1 Internal Research Approval Form (Admin 51)~~
- ~~5.2 External Research Application Form (Admin 52)~~
- ~~5.3 External Approval Form (Admin 53)~~
- ~~5.4 Use of Personal Information for Research Purposes Form (Admin 55)~~

RESEARCH & SURVEYS APPROVAL PROCESS

Request Originator	Examples of Requesters	Approval Required*	Required Forms
Internal	<u>Individual Classroom:</u> <ul style="list-style-type: none"> Students completing coursework or class projects involving a research/survey component as per lesson plan 	Approval required by Teacher.	N/A
	<u>Individual School:</u> <ul style="list-style-type: none"> School-Based Staff Catholic School Councils Student Councils Student Teachers, or Student ECE's, completing an assignment for a course 	Approval required by Principal.	Admin 51: Internal Research and Surveys Application Form
	<u>Multi-School:</u> <ul style="list-style-type: none"> CEC Staff Student Trustees YSCPC YCPIC 	Approval required by the appropriate member of Senior Administration (based upon portfolio and/or focus area).	
External	<ul style="list-style-type: none"> Ministry Government Agencies Universities, Colleges, Research Institutions Academic Accreditation (e.g Master's Thesis, Doctoral Dissertation, AQ, PQP, SOQP) Non-Profit Organizations For-Profit Organizations Community Agencies External Individuals 	Approval required by Research Advisory Committee.	Admin 52: External Research and Surveys Application Form Admin 55 (if required): Use of Personal Information for Research Purposes Form

*Please note: York Unit OECTA has exclusive jurisdiction in surveying its members. All Board surveys provided to York Unit OECTA teachers must be approved by the York Unit OECTA President or designate (*OECTA Collective Agreement Article 5*).



YORK CATHOLIC DISTRICT SCHOOL BOARD

PROCEDURE: RESEARCH **AND SURVEYS**

Addendum to Policy 304 ~~A~~: Research **and Surveys**

Effective: ~~December 2015~~ **XX**

POLICY TITLE: RESEARCH AND SURVEYS

PROCEDURES FOR SUBMISSION AND CRITERIA FOR APPROVAL OF RESEARCH AND SURVEYS

PURPOSE

These procedures apply to internal and external individuals and/or groups wishing to conduct research and surveys involving schools, students, staff or parents in the York Catholic District School Board. Individuals and/or groups who are interested in submitting a research proposal or conducting surveys within the York Catholic District School Board ~~should~~ **must review YCDSB Policy and Procedure 304 – Research and Surveys.** ~~or contact the Research Officer (research@ycdsbk12.ca) for additional information.~~ An overview of the Board's research application ~~approval~~ process is outlined in Appendix "A" on pages 4 and 5 of this document.

1. CRITERIA FOR SUBMITTING A REQUEST TO CONDUCT RESEARCH AND SURVEYS

1.1 Internal Research and Survey Requests

Individual Classroom Requests

- 1.1.1 Students completing coursework or class projects involving a research and/or survey component, as outlined in the lesson plan, require prior approval from the Teacher.

Individual School Requests

- 1.1.2 Principals shall review and approve ~~or deny~~ internal individual school research and survey requests. ~~to be conducted in schools.~~
- 1.1.3 Individual school request applicants ~~Staff, Catholic School Councils and Student Councils~~ wishing to conduct research ~~or administer a survey~~ Project related to school, board or Ministry initiatives in the school and/or Board shall complete the Internal Research and Surveys Application Approval Form (Appendix B; Admin 51) and receive prior written approval from the Principal before commencing.
- 1.1.4 ~~Students completing teacher-assigned and approved~~ coursework or class projects involving ~~that include a research or survey component do not~~ require the completion of an Internal Research or Survey Approval Form.; however, they are expected to be reviewed by a School Administrator and receive approval from the Principal in advance of starting the research. ~~must also complete the Internal Research and Surveys Application Form (Admin 51) and receive prior written approval from the Principal or designate before commencing.~~

Multi-School Requests

- 1.1.5 The appropriate member of Senior Administration (based upon portfolio and/or focus area) shall review and approve multi-school research and survey requests.
- 1.1.6 Multi-school request applicants shall complete the Internal Research and Surveys Application Form (Admin 51) and receive prior written approval from the appropriate member of Senior Administration before commencing.
- ~~4.1.4 The person who approves the research project request The Principal is responsible for the overseeing supervising the internal researcher individual(s) conducting research or administering surveys in the Board or school(s) throughout the process.~~

- 4.1.5 Internal researchers ~~Individual(s) conducting research or administering surveys~~ shall submit a written summary of the findings to the Principal(s) of participating school(s).

1.2 External Research and Survey Requests

- 4.2.1 All research requests shall be forwarded to the Research Officer for review by the York Catholic District School Board Research Advisory Committee (refer to Section 3).
- 1.2.1 All external investigators individuals or groups wishing to conduct research or surveys within any of the educational settings of in the Board shall complete the External Research and Surveys Application and Approval Forms (Appendix B, Admin 52 & Admin 53) and receive written approval from the Research Advisory Committee. prior to requesting the permission of Principals.
- 1.2.2 While all external proposals shall be considered, those from undergraduates and college students shall be assessed as a low priority.
- 1.2.3 Market research requests shall be considered only if there is a direct educational application or relevance to the Board's Strategic Commitments and/or the Student Achievement Plan Board Plan to Improve Student Achievement and Well-Being. The Board may, at its discretion, impose a monetary fee for market research requests.

2. CRITERIA FOR APPROVAL OF RESEARCH AND SURVEYS

2.1 Benefits for Student Achievement and Well-Being

- 2.1.1 The research or survey shall be worthwhile and have a high degree of educational relevance.
- 2.1.2 Priority shall be given to research or surveys that support improvements in student engagement, achievement and well-being and/or inform the decision-making process.
- 2.1.3 The research or survey should demonstrate direct benefits to the school/Board, including the provision of feedback, learning opportunities, materials, and/or summary data.
- 2.1.4 The research process should be a meaningful experience for participants, considering the effect on instructional time and the extent of involvement required from staff and students.

2.2 Moral, Ethical and Religious Guidelines

- 2.2.1 Respect for all individuals and groups shall be ensured in all research and survey activities. Materials or scripts shall not reinforce religious, racist, sexist, homophobic or other stereotypes. uphold the Board's commitment to Catholic teachings, human rights and equity and must benefit student achievement and well-being.
- 2.2.2 Care shall be taken to avoid contentious or personal topics that may be considered by students, staff and parents to be an invasion of privacy.
- 2.2.3 An appropriate protocol for responding to sensitive issues that may arise during the research shall be outlined in the original application.
- 2.2.4 The researcher Individual(s) conducting research or administering surveys shall agree to disclose all features of the research that might influence an individual's willingness to participate.

2.3 Legal Issues and Ethical Guidelines - Protection of Individuals and Schools

- 2.3.1 ~~Researchers~~ Individual(s) conducting research or administering surveys are responsible for respecting the safety, dignity and welfare of all participants and meeting all ethical requirements for research as defined by the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*.
- 2.3.2 Confidentiality of participating students, staff and parents shall be assured. Conditions outlined in the *Education Act*, ~~and the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Personal Health Information Protection Act (PHIPA)*~~ regarding the access and privacy provision of personal information shall be adhered to. Personal information shall only be obtained for the specific purposes for which it is gathered as authorized ~~in both Acts~~ by legislation.
- 2.3.3 Participants shall be informed upon request as to who will have access to the information, how the information will be used, where it will be stored, and who to contact for additional information about the data collected.
- 2.3.4 Appropriate safeguards shall be implemented to ensure complete anonymity of individuals and schools. ~~Research investigators,~~ Individual(s) conducting research or administering surveys under any circumstances, shall not identify individuals, schools or the Board in any presentation of results without prior written permission from the Director of Education.
- 2.3.5 ~~Researchers~~ Individual(s) conducting research or administering surveys shall respect the freedom of an individual to decline to participate in the research or survey or to discontinue participation at any stage of the process.
- 2.3.6 Approval shall not be granted for research and surveys that require students to report any of the following:
 - 2.3.6.1 Illegal activities without Parents/Guardians/Caregivers being informed of the specific questions that will be asked;
 - 2.3.6.2 Life-threatening behaviour or level of depression without detailing to students and their Parents/Guardians/Caregivers the specific supports that are available for these students who self-identify;
 - 2.3.6.3 Behaviour of others; and,
 - 2.3.6.4 ~~Information on the student's background (e.g., ethnic or racial identifiers) without a relevant link to the research.~~ Information on the student's physical or mental health, gender or sexual identity, race, or other personal characteristics, without a direct link to the research.
- 2.3.7 All participants shall be clearly, fairly and fully informed of the research purpose, objectives, procedures, foreseeable risks, and potential benefits and intended use of results.
- 2.3.8 Principals shall ensure that a Board/School employee supervises external individual(s) conducting research or administering surveys in the school. ~~and that they are never alone with any student(s)~~
- 2.3.9 Research or survey questions shall not be ~~construed as~~ evaluative in nature.
- 2.3.10 Research and surveys conducted within the Board must not offer inducements, rewards, or incentives to participants in exchange for their participation.

2.4 Feedback and Communication

- 2.4.1 ~~Researchers~~ Individuals requesting approval to conduct research or administer surveys shall ensure that they comply with and obtain express consent, ~~comply with applicable provincial legislation, federal guidelines under Canada's Anti-Spam Legislation (CASL) and abide by collective agreement obligations.~~

- 2.4.1 Individuals conducting research or administering surveys shall:
 - 2.4.1.1 Provide feedback and provide the approver with a brief written summary.
 - 2.4.1.2 Arrange for debriefing of participants, as appropriate, and the sharing of findings with participating school(s).
 - 2.4.1.3 Refrain from revealing individual data to participants, school staff or parents. Research reports shall contain aggregate data only.
 - 2.4.1.4 Ensure that the anonymity of students, teachers and schools is preserved in subsequent publications or forums.
 - 2.4.1.5 Ensure that any media release referencing York Catholic District School Board data is prepared in collaboration with the Board's Communications Department.
- ~~2.4.2 External researchers shall provide feedback to participating school(s) through workshops, written materials or other means Internal researchers:~~
- ~~2.4.2 Individuals conducting external research or administering surveys~~ Researchers shall arrange for debriefing of participants, as appropriate, and the sharing of findings with participating school(s).
- ~~2.4.3 Individuals conducting internal research or surveys in an individual school~~ are not required to give full reports to participants, school staff or parents; however, they shall provide a brief written summary to the Principal(s).
- ~~2.4.3 Research reports shall contain aggregate data only. Individuals conducting research or administering surveys~~ Researchers shall not reveal individual data to participants, school staff or parents. Research reports shall contain aggregate data only.
- ~~2.4.4 Individuals conducting research or administering surveys~~ Researchers shall continue to ensure that the anonymity of students, teachers and schools is preserved in subsequent publications or forums. of any kind.
- ~~2.4.5 Individual(s) conducting research or administering surveys~~ Researchers shall ensure that any media release referencing York Catholic District School Board data receives prior approval from and is released jointly with ~~is prepared in collaboration with~~ the Board's Communications Department.

3. RESEARCH ADVISORY COMMITTEE OF THE YORK CATHOLIC DISTRICT SCHOOL BOARD

3.1 Prioritization of Research and Survey Requests

- 3.1.1 Requests for research **and survey** shall be presented and reviewed at regular Research Advisory Committee meetings. ~~or by email.~~
- 3.1.2 The Research Advisory Committee shall approve requests ~~not more than three (3)~~ **five (5)** times throughout the school year during the months of ~~September, October, November, January, February, and April. April.~~
- 3.1.3 Proposals ~~submitted or requiring approval outside of these times may be reviewed if timelines are critical. that receive conditional approval may receive final disposition from the Research Advisory Committee outside of the regularly scheduled meeting dates.~~
- 3.1.4 Priority status shall be assigned to projects that are consistent with system initiatives.
- 3.1.5 Ministry mandates and newly funded initiatives may require revisions to the timelines of some research projects or surveys that were previously approved.

4. RESEARCH AND SURVEY APPROVAL PROCESS

4.1 Internal Research and Survey Requests

- ~~4.1.1 The Principal shall inform the Administrator of the Internal School Survey individual(s) requesting approval to conduct research or administer surveys in writing the disposition of the survey request (i.e., permission granted, conditional approval or request denied) by completing and forwarding the Internal Research Approval Form (Appendix B, Admin 51) or the Internal School Survey Approval Form (Appendix B, Admin 54).~~
- ~~4.1.2 With the approval of the Principal, members of the school community shall be invited by the Administrator of the Internal School Survey individual(s) conducting the research or survey to participate in the voluntary survey.~~

4.2 External Research and Survey Requests

- ~~4.2.1 Completed information packages, including the External Research Application Form (Appendix B, Admin 52), shall be provided electronically to members of the Research Officer for review by the Research Advisory Committee for review.~~
- ~~4.2.2 The Research Officer shall inform researchers in writing regarding the disposition of their proposal (i.e., permission granted, conditional approval or request denied).~~
- ~~4.2.3 With the permission of the appropriate Supervisory Officer, Principal(s) of the involved school(s) shall be invited to participate in the approved research project or survey. A copy of the completed Research Approval Form (Appendix B, Admin 53) shall be forwarded to the Principal(s) for final approval and signature.~~
- ~~4.2.4 Upon Principal agreement, the researcher shall be given approval to contact the school in order to make the necessary arrangements to commence the research or administer the survey.~~

RESEARCH & SURVEYS APPROVAL PROCESS

Request Originator	Examples of Requesters	Approval Required*	Required Forms
Internal	<u>Individual Classroom:</u> <ul style="list-style-type: none"> Students completing coursework or class projects involving a research/survey component as per lesson plan 	Approval required by Teacher.	N/A
	<u>Individual School:</u> <ul style="list-style-type: none"> School-Based Staff Catholic School Councils Student Councils Student Teachers, or Student ECE's, completing an assignment for a course 	Approval required by Principal.	Admin 51: Internal Research and Surveys Application Form
	<u>Multi-School:</u> <ul style="list-style-type: none"> CEC Staff Student Trustees YSCPC YCPIC 	Approval required by the appropriate member of Senior Administration (based upon portfolio and/or focus area).	
External	<ul style="list-style-type: none"> Ministry Government Agencies Universities, Colleges, Research Institutions Academic Accreditation (e.g Master's Thesis, Doctoral Dissertation, AQ, PQP, SOQP) Non-Profit Organizations For-Profit Organizations Community Agencies External Individuals 	Approval required by Research Advisory Committee.	Admin 52: External Research and Surveys Application Form Admin 55 (if required): Use of Personal Information for Research Purposes Form

*Please note: York Unit OECTA has exclusive jurisdiction in surveying its members. All Board surveys provided to York Unit OECTA teachers must be approved by the York Unit OECTA President or designate (*OECTA Collective Agreement Article 5*).



YORK CATHOLIC DISTRICT SCHOOL BOARD

BOARD POLICY	
<i>Policy Section</i> Community	<i>Policy Number</i> 603B
<i>Former Policy #</i> 212	<i>Page</i> 1 of 5
<i>Original Approved Date</i> September 2012	<i>Subsequent Approval Dates</i> June 4, 2013 November 27, 2018

POLICY TITLE: FUNDRAISING FOR EXTERNAL CHARITABLE PURPOSES

1. PURPOSE

As Catholics we are called to 'love our neighbour'. The York Catholic District School Board is committed to supporting those in need, be they in our immediate community or on the other side of the globe. Charitable projects and fundraising for these purposes are encouraged in the classroom, in the school and Board-wide.

2. POLICY STATEMENT OBJECTIVE

All charitable projects and fundraising activities shall be for an approved organization and related to charitable, humanitarian, educational or service activities consistent with the tenets of Catholicism and the Board's mission and values. Activities will be developed and organized with the advice and assistance from the school community.

3. PARAMETERS

- 3.1 All charitable projects undertaken by a classroom, school club, student council, Catholic School Council, or by the school as a whole, shall be approved by the Principal ~~and consistent with the Board approved charities:~~ **and shall be consistent with Catholic values that affirm the dignity of the human person and model responsible stewardship.**
- 3.2 ~~All charitable fundraising proceeds shall have an approved designated purpose, be aligned with Catholic values that affirm the dignity of the human person and model responsible stewardship.~~
- 3.3 Activities to raise funds for support of charities shall only be organized if the charity is listed on the Canada Revenue Agency website. All exceptions to this practice (e.g. collection of funds for individual community charitable needs) must have written approval from the Superintendent of Education and must also be approved by the Director of Education if the expected amount to be raised is in excess of \$1,000. This is not applicable for gift-in-kind collections. The funds raised for external charities shall be recorded in a separate sub-ledger.
- 3.4 The Principal, on an annual basis ~~each~~ **by June 30th**, will report to the Superintendent of Education a summary of all charitable projects and post the report on the school website.

- 3.5 Recognizing that all fundraising activities in a community come from the same source, Principals will keep in mind the financial implications on the community when approving all major fundraisers.
- 3.5.1 There shall be no more than two major charitable fundraisers (one per term) in one year. A major fundraiser involves the majority of the student body and is expected to raise at least an average of ~~\$40~~ \$20 per student.
- 3.5.2 Minor charitable fundraisers organized by classrooms or student groups should be spaced out and limited in scope so that the school is not constantly fundraising. Consideration should be given to having these charitable drives be non-monetary in nature or limited to 'loonie' and 'toonie' drives.
- 3.6 Participation in charitable projects and fundraising activities is strictly voluntary for staff and students.
- 3.6.1 No student shall be excluded or publicly identified based on inability to pay or participate.
- 3.6.2 The personal information of staff, students or other individuals will not be shared for the purpose of fundraising without prior consent.
- 3.7 All charitable fundraising activities must be planned and carried out in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)*, ensuring they are inclusive and accessible to all members of the school community.
- 3.8 A fundraising activity must not result in any student, staff or volunteer benefiting materially or financially from the activity. All proceeds will go to the charity intended.
- 3.9 The safety of students must be a primary consideration in all fundraising activities. No student shall be asked to do door-to-door canvassing including sales at local malls, plazas, or similar public locations.
- 3.10 None of the above activities shall encroach unduly on the school day, or adversely affect good public relations in a community or school.
- 3.11 Liability and Insurance
- 3.11.1 Staff and Principal-authorized volunteers shall be protected against claims arising from the handling and management of fundraising activities through the Board's liability insurance coverage, subject to the terms and conditions of the policy.
- 3.11.2 The Board shall be protected against claims arising from the handling of proceeds raised from fundraising activities, through its crime insurance coverage, subject to the terms and conditions of the policy.
- 3.11.3 Staff and Principal-authorized volunteers shall utilize risk management practices that promote safety, accountability and due diligence in the handling and management of fundraising activities and the proceeds raised from fundraising activities in an effort to minimize related risks and exposure to liability.
- 3.12 Activities that involve the preparation and/or sale of food and beverages on school premises must comply with the YCDSB Healthy Schools Policies.

- 3.13 All fundraising initiatives must align with *Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools*. In particular, schools must exercise diligence to avoid fundraising activities that may pose health risks to students, such as selling products containing nuts.
- 3.14 The proceeds of fundraising activities shall be deposited into the appropriate school level bank account unless the external charitable organization offers tax receipts to donors or has a method for directly collecting funds. If this is the case, the collections will not be deposited into the school's bank account, but directly provided to the charity in the prescribed format. **When external charities provide an option of online collections, this option should be selected.**
- 3.15 Accurate accounting shall be maintained by school administration and the treasurer of the Council to comply with the requirement of accountability for both to the Principal and the school community.
- 3.16 Accurate records of daily transactions and regular reporting through the school level bank accounts are to be kept in the prescribed uniform format and subject to internal and external audit.

4. RESPONSIBILITIES

4.1 Director of Education

- 4.1.1 To oversee compliance with the Fundraising for External Charitable Purposes policy.

4.2 Superintendent of Education, School Leadership

- 4.2.1 To support the implementation and compliance with the policies and related guidelines and procedures.
- 4.2.2 To review and authorize by signature, on an annual basis, the projected fundraising events of each school.
- 4.2.3 To provide guidance to principals on what can be included in fundraising activities.
- 4.2.4 To act as a resource on any questions regarding interpretation of this policy.

4.3 Principal

- 4.3.1 To approve **all** charitable projects in accordance with this policy.
- 4.3.2 To ensure that staff and authorized volunteers are aware of this Policy and related School Generated Funds Administrative Procedures.
- 4.3.3 To ensure that the fundraising has a designated purpose that is consistent with the school board's mission and values, and that the proceeds are used for that purposes, as intended.
- 4.3.4 To complete all documentation as outlined in the School Generated Funds Administrative Procedures and to supervise the record keeping of all fundraising revenues and expenditures that occur.
- 4.3.5 To ensure the school community is informed regarding participation and support of major fund-raising events, and to give a financial overview of these activities as per this policy.
- 4.3.6 To review safety procedures with students.
- 4.3.7 To be aware/manage the risk involved in the fundraising activity, i.e. supervision, safe location etc.

4.4 ~~Budget and Audit Services School Finance~~ Department

4.4.1 To ensure adherence to all Administrative Procedures, Guidelines and Policies through training and internal audits.

4.5 Catholic School Council

4.5.1 For the activities that they are directly involved with, the Catholic School Council will communicate to the school community the participation and support of the event and provide a financial overview of the activities annually at the final Catholic School Council meeting of the current school year.

4.6 Students/Parent(s)/Guardian(s)

4.6.1 To have parental permission before approaching a friend or relative.

4.6.2 To be accompanied by a responsible guardian while approaching a friend or a relative.

4.6.3 To keep all monies at home until the total amount has been collected for all major charitable fundraisers. ~~Parents are encouraged to write a cheque, payable to the school for the full amount. In this way cash is not transported to school. Parents are responsible for any charges the school incurs because of individual NSF cheques.~~ Wherever possible, direct online donations to the charity are encouraged.

5. DEFINITIONS

5.1 Gifts in Kind

Also known as non-cash gifts, are gifts of property. For the purpose of this policy these would include items donated for charitable purposes.

5.2 Approved Charitable Organization

A charitable organization that is currently registered with Canada Revenue Agency or a specific cause as approved by the Superintendent of Education or Director (refer to parameter 3.3).

6. CROSS REFERENCES

Legislation

[Education Act](#)

[Municipal Freedom of Information Protection of Privacy Act](#)

[Accessibility for Ontarians with Disabilities Act](#)

YCDSB Policies

YCDSB Policy 201 Healthy Schools

YCDSB Policy 201A Healthy Schools: Eating & Nutrition

YCDSB Policy 201B Healthy Schools: Physical Activity

~~YCDSB Policy 206 Supporting Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy) in Schools~~

YCDSB Policy 423 Conflict of Interest for Employees

YCDSB Policy 603A School Fundraising

YCDSB Policy 608 Volunteers in Schools

YCDSB Policy 803 School Generated Funds

YCDSB Procedures/Forms

YCDSB Procedure 803 School Generated Funds

YCDSB Registered Charity Program Guidelines

~~YCDSB St. Tabitha's Gift, A Guideline for Charitable Supports~~

~~(Includes school template for submission of funds to charitable organization)~~

YCDSB Form Admin. 86 Projected Fundraising for the School Year

YCDSB Form Admin 86B Fundraising for External Charitable Purposes Summary

Canada Revenue Agency [List of Charities](#)

Approval by Board	November 27, 2018 <i>Date</i>
Effective Date	November 28, 2018 <i>Date</i>
Revision Date	November 27, 2018 <i>Date</i>
Review Date	November 2023 <i>Date</i>

REPORT

York Catholic District School Board

Report To: Board of Trustees
From: Administration
Date: April 29, 2025
Report: Technology and Skilled Trades Centre Update

EXECUTIVE SUMMARY:

This report provides the Board with the feasibility findings and final site recommendation for the Technology and Skilled Trades Centre. As outlined in the March 25, 2025, report, a full architectural and engineering assessment was undertaken for both St. Joan of Arc CHS and St. Elizabeth CHS. The Board retained **Snyder Architects** and **SAB Engineering** to lead this comprehensive feasibility study, which included infrastructure evaluations, mechanical and electrical suitability, spatial capacity, and cost estimates (*see Appendix*). Following this analysis, St. Joan of Arc Catholic High School is recommended as the optimal location for the Centre based on cost efficiency, retrofit readiness, and long-term flexibility.

BACKGROUND INFORMATION:

In response to provincial priorities and economic trends demanding more skilled trades professionals, the York Catholic District School Board remains committed to establishing a centralized Technology and Skilled Trades Centre. The Centre will serve students across the Board, offering experiential learning in trades such as welding, plumbing, carpentry, and electrical systems—incorporating innovations in energy efficiency, electrification, and modular construction. Since the last update, Snyder Architects and SAB Engineering conducted detailed feasibility assessments of the shortlisted sites: St. Joan of Arc CHS and St. Elizabeth CHS. Their work involved reviewing site plans, assessing infrastructure, estimating costs, and determining the long-term suitability of each location.

SITE COMPARISON: ANALYSIS OF FINDINGS

Table 1: Key Facility and Infrastructure Criteria

Criteria	St. Joan of Arc CHS	St. Elizabeth CHS
Total Available Retrofit Space	9,800 sq ft (plus expansion potential)	6,400 sq ft (limited by layout)
Additional Expansion Potential	Yes – 4,300 sq ft double-height gym space	No significant expansion areas available
Natural Light Access	Ample window access throughout	Limited to 50% of space
Site Independence (Exterior Access)	Two exterior exits – fully independent	One exit through school corridor
Construction Complexity	Moderate – infrastructure mostly intact	High – major corridor reconfiguration needed
Outdoor Modular Construction Area	Available with added cost (retaining wall)	Directly adjacent with minimal work
Mechanical & Electrical Suitability	Minimal upgrades required	Extensive upgrades required

Table 2: Construction and Equipment Cost Comparison

Cost Item	St. Joan of Arc CHS	St. Elizabeth CHS
Construction Cost Estimate (excl. HST)	\$2,884,896	\$3,566,160
Soft Costs (Consultants, Permits @ 15%)	\$435,000	\$535,000
Equipment Estimate	\$120,000	\$120,000
Total Estimated Cost (excl. HST)	\$3,439,896	\$4,221,160

NEXT STEPS:

Based on the findings and analysis presented in this report, staff recommends that the Board of Trustees determine the next steps for the Technology and Skilled Trades Centre initiative.

Prepared by:

Reviewed and Submitted by:

Endorsed by:

Joel Chiutsi, Superintendent of Schools

Jennifer Sarna, Associate Director

John De Faveri, Director of Education, Foundation Chair & Secretary of the Board

**Feasibility Report
for the
Technology & Skilled Trades Centre
At
St Joan of Arc Catholic High School
And
St Elizabeth Catholic High School**



sn/derarchitects

April 2025

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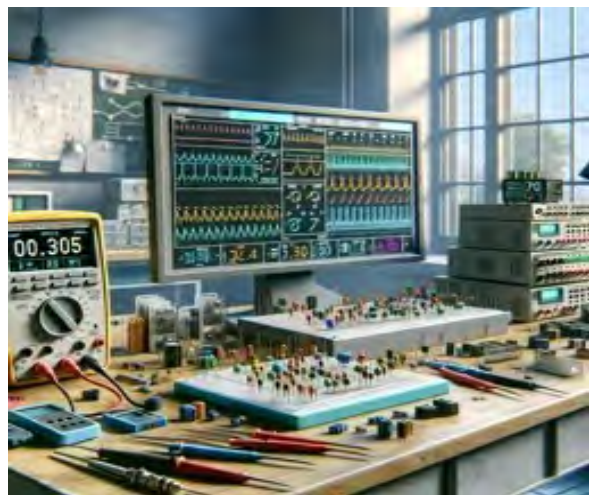
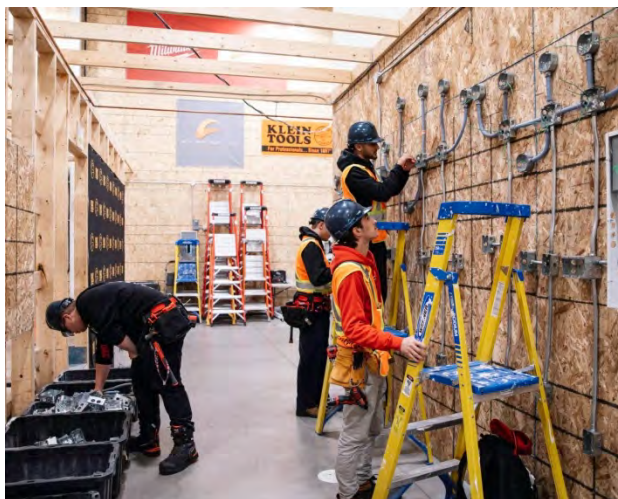
1. Introduction

Recognizing the current and future trends in the technology and skilled trades industry, the YCDSB is considering the creation of a Technology & Skilled Trades Centre (TST Centre) in one of its schools. The TST Centre will help impart students with the necessary training and skills required to become successful in this changing economy. The TST Centre will offer programs to advance their understanding of these fields with a particular focus on the electrification of industry including green energy initiatives.

The YCDSB has shortlisted two potential school sites where existing space could be converted to deliver this program. The shortlisted schools are St Joan of Arc Catholic High School and St Elizabeth Catholic High School, both located in Vaughan, ON.

The YCDSB engaged Snyder Architects and SAB Engineering to prepare a Feasibility Report to analyze which of the two short-listed sites is more suitable for the Centre. The scope of work for the Report is as follows:

- Undertake site visits to both sites and review existing drawings to assess the suitability of each site
- Review the potential for provision of exterior access to, and separation of, the Centre from the school in order to enable functioning of the TST Centre independent of the school operations
- A high level review of architectural, structural, mechanical and electrical modifications required to convert existing space to suit the delivery of the Centre's programs
- A preliminary 'order-of-magnitude' construction cost estimate
- Fee proposal for architectural, structural, mechanical and electrical services for the design and construction of the renovations (separate from Report)



2. Technology & Skilled Trades Centre Program

We understand that the YCDSB has not yet finalized the spatial program for the TST Centre. For the purposes of this study, the following assumptions have been made:

Academic Program components:

	Item	Area	Remarks
	Integrated Tech Shop		Area includes workshop area, instructional area as well as storage provisions
1	Construction Tech section	250 m2	
2	Welding section	Included in above area	
3	Electrical curriculum section	90 m2	
4	Plumbing curriculum section	90 m2	
5	Sub-Total	430 m2	

Support Spaces:

6	Staff work room	170 m2 (@ 40% of academic space)	
7	Students WRs		One Universal WR required if not within 45m of new WRs
8	Circulation space		2 egresses required as Tech Centre has to function independent of school
9	Sub-Total	170m2	

10	Total Program Area	600 m2 (6,400 f2)	Suggested minimum area for the anticipated program

The total program area noted above is also based on the maximum *contiguous retrofit area* available at St Elizabeth CHS.

Available contiguous area at St Joan of Arc is approx 900 m2 (9,800 f2).

3. St Joan of Arc CHS Option - Analysis

TST Centre Location:

The TST Centre is proposed to be located in the area between the General Office and the double Gym, in the existing rooms allocated for Manufacturing Tech (101), Construction Tech (105) and may extend to include Communications Tech (104) and/or Instructional Area (106).

Refer to Appendix C - dwgs A1 and A2 - for details.

Access & Configuration:

Easy direct exterior access is available to these spaces from the internal driveway and parking lot along the south of the school building.

The exterior modular construction area can be located on the east side of the school building, where the existing bleachers are located. (The bleachers are scheduled to be demolished).

The exterior modular construction area may also be located directly adjacent and to the south of the Centre but this will require the construction of a retaining wall to navigate the existing grade elevation difference between the building and the sidewalk (or the provision of steps and a barrier free ramp) at additional cost.

The interior spaces can be configured on either side of the existing Corridor and the Corridor extended to provide two egresses to the exterior as shown on dwg A2, so the Centre can function fully independent of the school.

Equipment connected to the dust collector may be located in the double-height portion of the space; while the other program elements can be accommodated in the rest of the one-storey spaces.

Infrastructural considerations:

Refer to Appendix A for a review of the mechanical – electrical modifications anticipated to successfully deliver the TST Centre's programs.

Size and Future Flexibility:

A significant advantage of locating the centre at St Joan of Arc is the availability of a contiguous floor area of approx 900 m², compared to 600 m² at St Elizabeth. Further, an additional contiguous space of 175m² is available to expansion by converting Marketing (102), Sound Mixing and Darkroom areas.

This site also has the option of converting an additional double-height space of approx 400 m² by using Gym (118) - which also has direct exterior access – should the Centre need a significant expansion.

Photographic depiction of existing spaces for proposed conversion:



Construction (105)



Construction (105)



Remote Exterior area @ bleachers



Alternate adjacent Exterior area (requires retaining wall or steps / ramp)

4. St Joan of Arc CHS Option – Cost Estimate

Item	Area (f2)	Amount	Remarks
Demolition		\$120,000	includes abatement
Architectural / Structure	6400 ¹	\$832,000	Includes structural modifications to suit new layout; new partitions, doors and screens; ceilings (other than shop areas); flooring (other than shop areas); firestopping; millwork; student washrooms
Mechanical		\$1,445,000	From SAB Engineering cost estimate
Electrical		\$135,000	From SAB Engineering cost estimate
Dust collector duct modification		\$100,000	From SAB Engineering cost estimate
Site work		\$39,200	2400 sf new asphalt for modular construction; replacement of pylon sign
Sub-total		\$2,671,200	
Construction Contingency 8%		\$213,696	
Construction Cost Estimate		\$2,884,896	Excludes HST

Soft costs @ 15%	\$435,000	consultant fees and permits
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Tech shops equipment Estimate ²		
Construction shop equipment	\$75,000	allowance
Welding equipment	\$15,000	allowance
Electrical shop equipment	\$15,000	allowance
Plumbing shop equipment	\$15,000	allowance
Total	\$120,000	Excludes HST

Notes

1. Available retrofit area at Joan of Arc is 900 m2 (9,800 sf) while it is 600 m2 (6,400 sf) at St Elizabeth. Retrofit area for cost estimate is assumed to be 6400 f2 for a comparative analysis
2. In absence of curriculum / program details, an allowance has been estimated
3. Estimate is based on 2025 Q1 costs and excludes escalation

5. St Elizabeth CHS - Analysis

TST Centre Location:

The TST Centre is proposed to be located in the area between the instrumental Music (112) / Theatre Arts (110) and Wood Working (114), in the existing rooms allocated for Transportation (112), Instruction (115), classroom and Machine Shop (113).

Refer to Appendix D - dwgs B1 and B2 - for details.

Access & Configuration:

Direct exterior access is available to these spaces from the internal driveway and parking lot near the north-east site entrance off of new Westminster Dr.

The exterior modular construction area can be located on the east side of the school building, directly adjacent to the proposed Centre, which is an advantage compared to St Joan of Arc where the exterior area is distant (or requires a retaining wall at additional cost).

Unlike St Joan of Arc, the proposed contiguous space will need extensive restructuring to introduce a corridor connecting the reconfigured spatial components of the Centre and one egress from the Centre will likely need to open into the school so the Centre would not function fully independent of the school.

Another disadvantage of the existing layout is the restricted access to natural light - compared to St Joan of Arc, twice the area is internal space so only half the total area has exterior windows.

Equipment connected to the dust collector may be located in the double-height portion of the space; while the other program elements can be accommodated in the rest of the one-storey spaces.

Infrastructural considerations:

Refer to Appendix B for a review of the mechanical – electrical modifications anticipated to successfully deliver the TST Centre's programs.

Size and Future Flexibility:

A significant disadvantage of locating the centre at St Elizabeth is the reduced availability of contiguous space for the Centre – a contiguous area of approx 600 m² (6,400 sf) is available at St Elizabeth, compared to 900 m² (9,800 sf) plus at St Joan of Arc.

The corridor flanking the extent of the proposed Centre provides the only access to the east wing of the school housing the Multi-purpose Hall and ancillary spaces – and this restricts any expansion beyond the identified areas, if the Centre is to function independent of the school (other than the egress issue identified above).

This area restriction will noticeably impact current and future flexibility, as the TST Centre programs evolve.

Photographic depiction of existing spaces for proposed conversion:



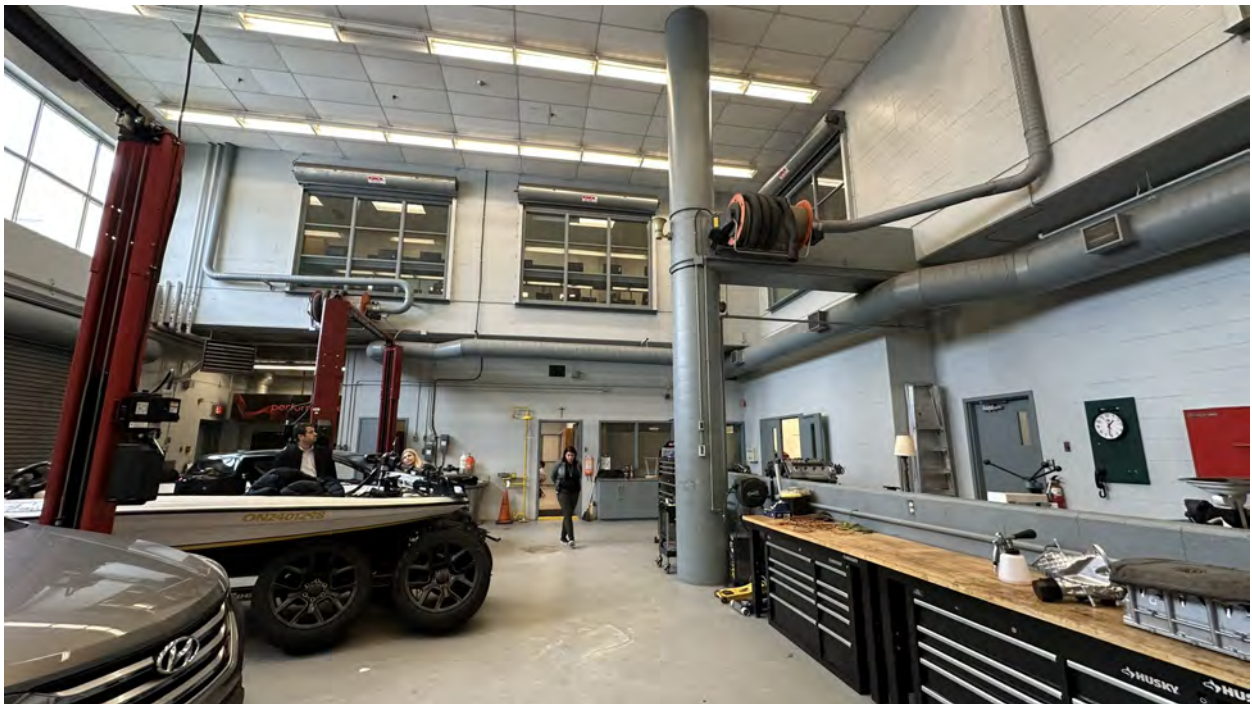
Machine (Manufacturing)



Machine (Manufacturing)



Transportation



Transportation

6. St Elizabeth CHS site option – Cost estimate

Item	Area (f2)	Amount	Remarks
Demolition		120,000	includes abatement
Architectural / Structure	6400	832,000	Includes structural modifications to suit new layout; new partitions, doors and screens; ceilings (other than shop areas); flooring (other than shop areas); firestopping; millwork; student washrooms
Mechanical		1,795,000	From SAB Engineering cost estimate
Electrical		135,000	From SAB Engineering cost estimate
Dust collector		400,000	From SAB Engineering cost estimate
Pylon sign replacement		20,000	
Sub-total		3,302,000	
Construction Contingency 8%		264,160	
Construction Cost Estimate		3,566,160	Excludes HST

Soft costs @ 15%	\$535,000	consultant fees and permit fees
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Tech shops equipment Estimate ²		
Construction shop equipment	\$75,000	allowance
Welding equipment	\$15,000	allowance
Electrical shop equipment	\$15,000	allowance
Plumbing shop equipment	\$15,000	allowance
Total	\$120,000	Excludes HST

Notes

1. Estimate is based on 2025 Q1 costs and excludes escalation
2. In absence of curriculum / program details, an allowance has been estimated

7. Conclusion

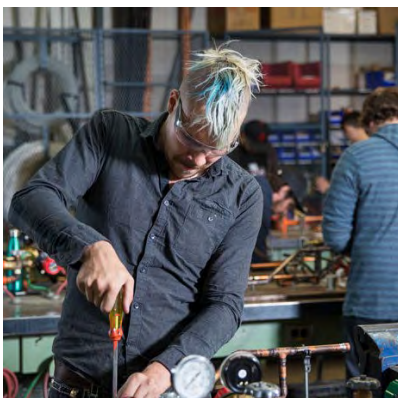
While both the St Joan of Arc CHS and St Elizabeth CHS sites will be able to accommodate the conversion of existing spaces to deliver the anticipated programming for the YCDSB's Technology & Skilled Trades Centre, the St Joan of Arc site is more advantageous compared to St Elizabeth based on a comparative review as summarized below:

Comparative Review Summary

	Criteria	Preferred Site		Remarks
		St Joan of Arc	St Elizabeth	
1	Direct Access	x	x	
2	Available contiguous area for TST Centre retrofit	x		ELZ restricted to 6,400 sf contiguous area v/s 9,800 sf plus at SJA
3	Current & Future Flexibility / Expansion of TST Centre	x		An additional 4300 sf non-contiguous double-height area also available @ SJA
4	Existing Space Modifications	x		More extensive renovation required at ELZ
5	Access to Natural Light	x		
6	Independent Functioning	x		One egress through school required at ELZ
7	Infrastructural Considerations	x		SJA more suitable (per M&E Review)
8	Adjacency of Exterior Space		x	Adjacency at SJA will incur additional cost (retaining wall or steps/ramp)
9	Cost of Retrofit	x		SJA retrofit more economical than ELZ

Exclusions:

Any implications on school program delivery due to loss of rooms proposed to be converted for the TST Centre was beyond the scope of this report.



8. Appendix A

Mechanical & Electrical Review
By
SAB Engineering

MECHANICAL/ELECTRICAL INVESTIGATION REPORT FOR THE CONSTRUCTION OF A NEW TECHNOLOGY AND SKILLED TRADES CENTRE

Buildings Reviewed: St. Elisabeth CHS and Joan of Arc CHS

MARCH 31, 2025

PREPARED FOR: YCDSB

320 Bloomington Rd, Aurora, ON L4G 0M1

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1. GENERAL

Sab Engineering Inc. was retained to visually inspect certain areas of two Catholic High Schools: St Elisabeth CHS and Joan of ARC CHS; the purpose of the inspection was to determine the most suitable location for reconfiguring the areas of interest into integrated workshops (Technology & Skilled Trades Centre), respectively:

- A new woodworking space.
- A new welding space.
- A new electronics program space.
- A new plumbing program space.

The targeted spaces were inspected by our team on Feb. 25 and 26/2025; in addition to the visual review, our staff examined the available archived drawings provided by the Board. The visits were timed after-hours, to avoid interfering with the programs schedule; our team did not take any particular measurements and did not examine the operational condition of the existing equipment.

2. VENTILATION CRITERIA

a. Wood Shops

During the periods that the wood working equipment is idle, wood workshops need to be heated and ventilated to meet the OBC/ASHRAE 62.1 criteria.

When the wood working equipment is operational, the dust collection equipment becomes automatically energized and removed the wood particles from the air.

The wood dust generated by each equipment is collected locally (in the very proximity of the equipment), generally using round ductwork connected to a capture hood. All branches collecting dust from the equipment are joined into a main duct trunk connected to the dust collection machine.

The dust capture velocity of the air at the local hoods varies with the nature of the equipment; typical values are between 250 cfm and 900 cfm; also, some equipment may have multiple hoods, depending on size and use. Local duct branches are sized for velocities of 3,500 to 4,000 fpm to effectively remove the dust at the source.

The main duct trunk is sized to carry the sum of all equipment air flows at a velocities of 3,000 to 3,500 fpm and deliver the air stream to the dust collector.

During the time that the dust collector is operational, fresh air needs to compensate the air extracted; the compensation air is generally 90% of the total air removed by the dust collector,

to ensure that the wood shop remains under a slight negative pressure and migration of odors is mitigated. This can be achieved in several ways, respectively:

- The air handling ventilating the shop while the machinery is not working has modulating fresh air/return dampers interlocked with the dust collector and is able to increase the amount of fresh air supplied as required while at the same time decreasing (or closing off) the return.
- A separate make-up air unit is interlocked with the dust collector and supplies the compensation air while the system is running.

b. Electronics Shops

During the periods that the soldering and other shop equipment is idle, electronic workshops need to be heated and ventilated to meet the OBC/ASHRAE 62.1 criteria.

When the electronics shop equipment is used, the two main activities are generally soldering and cleaning using a solvent. In order to maintain a healthy environment, the following measures are implemented:

- Soldering: Implement local exhaust ventilation, such as fume extractors at each soldering station, to capture fumes directly at the source. Flexible exhaust arms terminated with a capture hood-like device are usually installed, connected to an exhaust fan. Due to the potentially corrosive nature of the fumes generated during the soldering activity, the hood, flexible arm and rigid ductwork are corrosion proof; this criteria extends to the exhaust fan.
- Solvent Cleaning: Use enclosed cleaning systems (capture hoods) with dedicated exhaust ventilation to minimize solvent vapor release into the workspace. Due to the flammable nature of the solvents, the exhaust cabinet construction and associated exhaust ductwork and equipment are spark-proof.

If the flammable solvents are locally stored in dedicated cabinets, the cabinets must be clearly identified and continuously exhausted to the outdoors, with the tappings at the upper part; intakes are provided at the lower level, equipped with spark protectors. The flammable cabinets exhaust system is usually spark-proof, including ductwork, wiring and fan.

During the time that the electronics equipment is operational, fresh air needs to compensate the air extracted through the local soldering exhaust arms and through the solvent cleaning cabinets. The compensation air is generally 90% of the total air removed by the specific electronics shop equipment, to ensure that the space remains under a slight negative pressure and migration of odors is mitigated. This can be achieved in several ways, respectively:

- The air handling ventilating the shop while the machinery is not working has modulating fresh air/return dampers interlocked with the dust collector and is able to increase the amount of fresh air supplied as required while at the same time decreasing (or closing off) the return.
- A separate make-up air unit is interlocked with the dust collector and supplies the compensation air while the system is running.

Additional damper and fan speed controls may be required to regulate the amount of compensation air, depending on the simultaneous (or lack thereof) of simultaneous use of local solder and solvent cabinets.

c. Welding Shops

During the periods that the welding equipment is idle, welding workshops need to be heated and ventilated to meet the OBC/ASHRAE 62.1 criteria.

When the welding working equipment is operational, the additional ventilation design criteria is focused on capturing welding fumes at the source, achieving at the extraction point a minimum 100 cfm per minute (CFM) per welder, and maintaining a minimum airflow velocity of 100 feet per minute (fpm) at the hood opening.

Types of local extraction ventilation systems include:

- Fume Hoods, positioned above the welding station, these capture fumes before they disperse. Hoods should be placed as near as practical to the work and should provide effective air flow with a velocity of 100 linear feet (30 meters) per minute at its most remote distance from the point of welding.
- Portable Fume Extractors which are mobile units with adjustable arms that can be positioned close to the welding area for maximum efficiency.
- Downdraft Tables which have built-in extraction units that pull fumes down and away from the worker's breathing zone. These are particularly effective in welding shops with high fume production or where hazardous materials are being welded.

Capture velocity is crucial for the local extraction ventilation efficiency; it is the speed at which air must move at the opening of an extraction point to capture contaminants effectively. Minimum recommended airflow rates to get the appropriate velocity for various extraction tools are as follows:

- Fume extraction MIG gun: 100 cfm
- 3" fume extraction arm: 200 cfm
- 4" fume extraction arm: 300 cfm
- 6" fume extraction arm: 600 cfm

- 2" fume extraction nozzle: 200 cfm
- 3" fume extraction nozzle: 300 cfm
- 4" fume extraction nozzle: 400 cfm

During the time that the welding equipment is operational, fresh air needs to compensate the air extracted; the compensation air is generally 90% of the total air removed by the dust collector, to ensure that the wood shop remains under a slight negative pressure and migration of odors is mitigated. This can be achieved in several ways, respectively:

- The air handling ventilating the shop while the machinery is not working has modulating fresh air/return dampers interlocked with the dust collector and is able to increase the amount of fresh air supplied as required while at the same time decreasing (or closing off) the return.
- A separate make-up air unit is interlocked with the exhaust hoods and supplies the compensation air while the system is running.

d. Plumbing Shops

During the periods that the plumbing shop equipment is idle, the space needs to be heated and ventilated to meet the OBC/ASHRAE 62.1 criteria.

Additional specialized exhaust equipment can be used depending on the nature of the activities taking place in the plumbing shop.

If PVC or metal (copper) soldering stations are used local exhaust hoods are employed, connected to flexible arms; the alternative is to use soldering tables with hoods equipped with horizontal extraction slots at table level, to prevent fumes from entering the breathable areas. Due to the flammable nature of the solvents, the hoods and associated exhaust equipment are built to be spark-proof.

If the flammable solvents are locally stored in dedicated cabinets, the cabinets must be clearly identified and continuously exhausted to the outdoors, with the tappings at the upper part; intakes is provided at the lower level, equipped with spark protectors. The flammable cabinets exhaust system is usually spark-proof, including ductwork, wiring and fan.

During the time that the plumbing shop soldering stations equipment is operational, fresh air needs to compensate the air extracted through the local soldering exhaust arms and through the solvent cleaning cabinets. The compensation air is generally 90% of the total air removed by the specific electronics shop equipment, to ensure that the space remains under a slight negative pressure and migration of odors is mitigated. This can be achieved in several ways, respectively:

- The air handling ventilating the shop while the machinery is not working has modulating fresh air/return dampers interlocked with the dust collector and is able to increase the amount of fresh air supplied as required while at the same time decreasing (or closing off) the return.
- A separate make-up air unit is interlocked with the exhaust hoods and supplies the compensation air while the system is running.

3. ST. ELISABETH CHS – EXISTING CONDITIONS

a. Existing Conditions

The area proposed for converting into the Technology & Skilled Trades Centre is located at the lower floor, next to the Theater Arts, Instrumental Centre and across the Wood shop. It includes the following spaces:

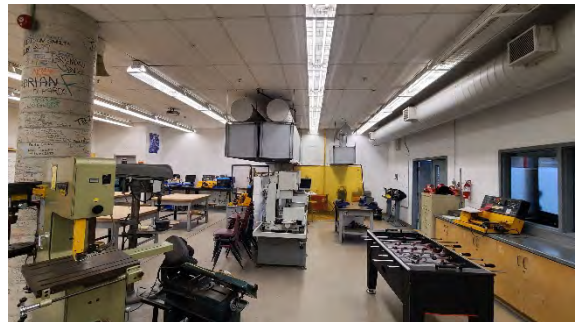
- Machine Shop #113
- Auto/Transportation #112
- Instruction Room #115
- A classroom adjacent to the Machine Shop and Staff Rooms between the Machine Shop and Instruction Room

The total area proposed to be re-purposed covers approx. 6,400 sq ft; the shops have one or two levels of classrooms above (depending on the shop height).

The following is a description of each area noted above:

i. Machine Shop #113

The machine shop #113 covers an area of approx. 1,800 sq.ft. It contains multiple metal processing machines including drills, lathes, saws, grinders, CNC machines and other miscellaneous devices.



The room also has four welding stations installed in two pairs back-to-back, each station served by a galvanized exhaust goods; each pair of hoods is connected to round galvanized exhaust fans, with the fan located on the roof above. Acetylene and oxygen tubes were noted in the proximity of the welding stations.

It is assumed that the exhaust ductwork runs in block chases noted in the classrooms above. There are several banks of solar PV panels on the roof, surrounding the exhaust fans from the area of interest.

Ventilation is provided by one round supply duct running along the North wall (approx. 24" diam) and one similar round return duct running along the South wall; both ducts are connected to an air handler installed in a mechanical room opening into the wood shop of the building. The 1988 archive drawings show an air flow of 2,500 being supplied to the area, with the return at 2,000 cfm (the difference likely allocated to the welding stations exhaust hoods). Additional transfer ducts between this shop and the adjacent instruction classroom are noted on the 1988 drawings, terminated with egg-crate grilles.

Plumbing is represented by a stainless steel semi-circular sink.

There are no power distribution panels in the room; each machine has its own local disconnect, with the power being fed from the floor slab; there is a junction box on the floor, in close proximity of each machine.

The ceiling is T-bar with 2-tube 4ft long exposed lights; the ceiling is mounted 138" above the finished floor (AFF).

ii. Auto/Transportation #112

The auto/transportation shop #112 covers an area of approx. 2,400 sq.ft and is two-story high. It contains two electric car lifts and several workstations used for engine mounting and repair; each lift is served by a 2 HP motor. An adjacent small tool crib contains multiple tools used for auto shop work.



There are three tail-pipe exhaust system consisting of round flexible ductwork coiled around a wheel installed at high level. Additionally, there is an exhaust hood tied to a separate exhaust duct serving the wheel balancing station. All exhaust ducts run vertically up through the ceiling and to the roof exhaust fans. Given the height of the shop, there is only one additional floor above it; the exhaust ductwork runs in block chases observed in the classrooms. There are several banks of solar PV panels on the roof, surrounding the exhaust fans from the area of interest.

The room is ventilated through a round supply duct running along the south wall (approx. 20" diam) and a rectangular return duct with a grille on the east wall.; both ducts are connected to an air handler installed in a mechanical room opening into the wood shop of the building. The 1988 archive drawings show an air flow of 2,500 being supplied to the area, with the return at 2,000 cfm (the difference likely allocated to the tail-pipe exhaust and tire balancing exhaust hood).

Since the auto/transportation shop has an outside wall and multiple windows, and two roll-up doors, additional heating is provided by hydronic unit heaters; two destratification fans assist the warm air getting to the work area.



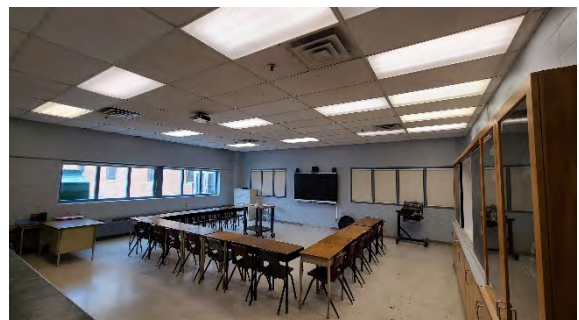
Plumbing is represented by two stainless steel sink and an eye-wash station.

There are no power distribution panels in the room; the two lifts have their own local disconnects, with the power being fed from the floor slab; there is a junction box on the floor, in close proximity of each machine. Plugs for 115V/1ph power are installed along the wall.

The ceiling is T-bar with 2-tube 4ft long exposed lights; the ceiling is mounted 299" above the finished floor (AFF).

iii. Instruction Room #115

The instruction room #115 covers an area of approx. 900 sq.ft and is configured as a regular classroom. It has a T-bar ceiling mounted at 113" above the finished floor, with 4-tube lighting fixtures recessed in the T-bar grid.



The classroom has a double stainless steel sink and a white-board projector. There is no shop equipment in the room. Heating is provided by perimeter sloped top convectors and ventilation is supplied from a unit separate from that serving the shop, through a VAV box. The 1988 archived drawings indicate an air supply of 750 cfm distributed through four rectangular diffusers; return is through an egg-crate type grille,

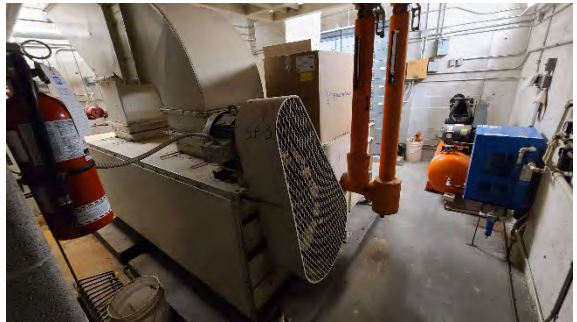
iv. Ancillary spaces (classroom and staff room)

The ancillary rooms (classroom and Director's Office) are consistent with their designation. They cover approx. 1,100 sq ft (including the corridor) and have a T-bar ceiling with recessed 4-tube lighting fixtures. Ventilation is provided through separate VAV boxes and rectangular diffusers (supply) and egg-crate type return grilles. The 1988 archived drawings indicate a ventilation rate of approx. 1 cfm/sq.ft.



v. Miscellaneous observation

The mechanical room opening into the existing woodshop contains not only the air handler serving the shops but also a substantial electrical MCC; the MCC is rated at 575V/3ph/600 Amps; it serves the equipment in the woodshop but also some of the equipment in the transportation shop.



At the second floor, just West of the Transportation shop, there is a substantial electrical room with two step-down transformers 575V/208V and distribution panels rated at 208V/3ph/1,200 Amps each; the disconnects labels indicate the breaker panels they serve and they are likely the source of power for the equipment in the Machine Shop #113.



b. Proposed work to accommodate the new Technology & Skilled Trades Centre

The final configuration of the proposed new shops and the equipment they will contained has not been fully defined yet.

Based on the general ventilation criteria noted in this report, the minimum amount of work necessary will include:

- i. Demolition of existing welding and soldering hoods and ductwork in the Construction and Technology Lab #105. Demolition of the exhaust equipment serving the finishing room and flammable storage.
- ii. Review the extent to which existing air handlers S-5 and S-6 remain useful for the new configuration; re-balancing and duct changes may be required.
- iii. Review to what extent the existing duct collector answers the need of the new wood shop. The dust collector and its electrical power supply may have to be replaced; spark protection and fire alarm will have to be upgraded.
- iv. The current fresh air delivered to the space of interest is transferred back into the corridor, raising the possibility of odor migration; at the same time, the odors may get sufficiently diluted in the large corridor plenum, so no action may be required. For the purpose of this report, no action is recommended at this time and no costs have been allocated to address odor migration, on the assumption that most fumes will be captured at the source.
- v. Fan powered boxes and duct distribution in the spaces will have to be modified to suit, including their connections to chilled water and hot water piping.
- vi. Provide dedicated exhaust equipment for the new shops; for the purpose of this report, the existing dust collector is assumed to remain adequate, and the only costs included in this report are power and fire alarm upgrades.
- vii. The only possible terminations for the new exhaust hoods and cabinets required for the new shops is on the lower roof of the shipping/receiving and the roof above the Technology Lab #105. New exhaust fans will be required, together with the associated ductwork. Structural and roofing work is anticipated.
- viii. New make-up air units for the shops will have to be provided, one per new shop; heat recovery is recommended. The make-up air units will be interlocked with the equipment in each shop and will run as required. The ventilation load of the new make-up air units can be covered by gas fired heat exchangers, although hydronic coils are recommended, for better control. A hot water to glycol heat exchanger is already installed in the mechanical room of the Technology Lab #105, so room is available; the new heat exchanger will be accompanied by a new glycol pump equipped with a VFD, to match its flow to the number of make-up air units required to operate at any given time.

- ix. Some or all new make-up air units may be mounted on the roof ; at least one such unit can be installed indoors, in the double height Technology Lab; this will decrease (but not eliminate) the coordination required between the location of the new ventilation equipment (air handlers, make-up air units and exhaust fans) and the existing solar panels on that section of the roof. Some roofing and structural work is anticipated.
- x. Power supply will have to be modified to suit the new equipment; it is likely that the existing conduits buried in the slab will be abandoned and new aerial metallic conduits will be used. New fused breakers and disconnects will have to be installed in the electrical room.
- xi. Suitable modifications will have to be implemented to the lighting scheme, the fire protection and the fire alarm panel to suit the new architectural layout and the new ventilation equipment; new fire alarm sensors will have to be added. In particular, the spark protection and deluge sprinklers associated with the new dust collector will have to be evaluated.

Plumbing and drainage will have to be modified to suit, adding new stainless steel sinks and eye wash stations and/or emergency showers. Domestic hot and cold water and sanitary drainage work is anticipated.

- xii. Where necessary, the perimeter heating will be modified to suit. All new equipment will have to be reconnected to the BAS which will have to be upgraded (graphics and sequences) to reflect the new spaces configuration.

c. Estimated Implementation Cost

The estimate contained herein pertains to the M&E components of the upgrades required to convert the areas of interest to a new Technology & Skilled Trades Centre.

The layout of the new spaces and the schedule of equipment are not yet firmed up; the costs are hence based on approximations and rules of thumb which include the size of the spaces considered and the most common equipment found in workshops considered and typically found in high schools.

The estimate herein is the equivalent of a Class D evaluation (+/-25% accuracy). The cost of specific workshops equipment is not included.

The estimated costs have been tabulated below:

ACTIVITY	ESTIMATED COST
Demolition work	(excluded) ¹
Replace woodshop air handling unit	\$250,000
Replace dust collector	\$300,000
Dust collector duct modifications	\$100,000
New shops comfort ventilation air handler	\$200,000
Dedicated local exhaust systems and hoods	\$350,000
New roof mounted exhaust fans	\$100,000
New make-up air units c/w heat recovery	\$350,000
New glycol heat exchanger and piping loop	\$120,000
New ductwork distribution	\$200,000
Power supply modifications	\$75,000
Civil work (shafts, chases, ceilings)	(excluded) ¹
Structural and roofing work	(excluded) ¹
Plumbing modification	\$50,000
New lighting and switching	\$60,000
Heating modifications	\$75,000
BAS upgrades and expansion	\$100,000
TOTAL ESTIMATE – ST ELIZABETH CHS:	\$2,330,000

Note 1: These items are included in the Architectural estimate

4. ST. JOAN OF ARC CHS – EXISTING CONDITIONS

a. Existing Conditions

The area proposed for converting into the Technology & Skilled Trades Centre is located at the ground floor, next to the Shipping and Receiving area and across from Gym #2 change rooms. It includes the following spaces:

- Instructional Area #106
- Construction Technology Lab #105
- Instructional Areas #105a and Tech Director's Office
- Communication Technology Lab #104
- Manufacturing Technology Lab #101
- A CAD lab adjacent to Communication Technology Lab
- A sound Studio adjacent to Communication Technology Lab
- The loading dock and recycling storage

The total area available to be re-purposed covers approx. 9,800 sq ft. The shops located at the south end of the areas of interest have a roof directly above; the shops located at the north end have a third floor of classrooms above them.

The following is a description of each area noted above:

i. Instructional Area #106

The space is a typical indoor classroom with an area of 1,050 sq.ft. and no specific equipment; the instructional desks are arranged in a U-shape. Electric plugs are installed along the walls.



The ceiling is T-bar, mounted at 109" above the finished floor (AFF); the condition of the ceiling is poor, with multiple ceiling tiles bent out of shape; lighting is by recessed 4-tube fixtures. The sprinklers are recessed.

The information noted on the 1992 archived drawings show that ventilation is provided by a fan-powered box chilled water and hot water and rated at 900 cfm (two square diffusers) together with a separate square diffuser delivering 400 cfm of outdoor air;

return is through an egg-crate grille. The space is fully interior, so no reheat coil was noted. Environmental control is by an ALC wall-mounted sensor.

ii. Construction Technology Lab #105

The Construction Technology Lab is the largest space in the area affected; it covers approx. 2,500 cfm and two-story high. The T-bar ceiling is mounted at 244" above the floor (*although a small area along the north and west walls has a dropped dry-wall ceiling).



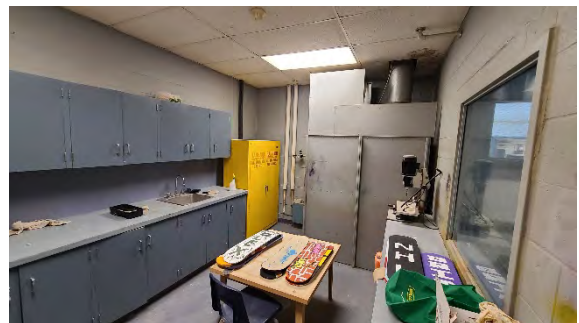
There is a roll-up door to the outside; next to the roll-up door, there is a soldering metallic rectangular hood connected to a 10" round duct terminated with an exhaust fan on the roof above; the hood appeared decommissioned). The exterior wall contains a number of windows, but they are all sealed (non-operable).

Along the east wall, there are three metallic welding hoods with linear slots at work-table level; they are connected to a common 18" round collector terminated with a separate exhaust fan on the roof above. The connection to each hood is round (9" diam.)



The room contains several wood working machines (lathe, band saws, circular saw, grinders, etc). The dust collection from all the equipment drops under the slab and terminates with a 14" round duct at a dust collector installed outdoors, in a recessed area of the exterior wall (capacity: 4,200 cfm). There are multiple work benches, each with four electrical plugs.

There are two ancillary rooms; one is a storage room and one is a finishing room. The finishing room contains a ventilated flammable cabinet with a separate exhaust fan. For spray and finishing purposes, there is a metallic hood with vertical walls dropping all the way to the floor; the hood has an



adjustable sash-protected opening to insert and remove products. The hood is ventilated separately through a 10" round galvanized duct.

The lighting switch to the finishing room is located outside, indicating a concern about spark proofing the space; inside the room, there are three separate switches, one for the general room exhaust, one for the flammable cabinet exhaust and the thirds for the finishing hood. Our team tested all three, and only the flammable cabinet exhaust fan appeared to be operational.

Ventilation is provided by square diffusers in the high ceiling, fed from two air handling units (S-5 and S-6). The air handling units are inside a fan room at the upper part of the Lab; the fan room is the reason from the dropped dry-wall ceiling ant the North end of the room. Unit S-5 serves the west side of the lab (4,800 cfm) while the east end of the Lab is ventilated by S-6 (7,000 cfm). Return to the air handler is through egg-crate grilles in the T-bar (S-5) and through a wall mounted rectangular grilles (S-6). For air handlers' heating coils, glycol is prepared locally in the fan room, using a heat exchanger. Both units have common intake and exhaust penthouses on the roof above. Supplementary heating is provided by several hydronic unit heaters.



iii. Instructional Areas #105a and Tech Director's Office

These are typical staff offices with a T-bar ceiling and recessed lighting fixtures. Ventilation is provided by two fan powered boxes connected to chilled water and hot water; together, they deliver 400 cfm, with a separate duct delivering 100 cfm outdoor air. The area covered is 250 cfm.

iv. Communication Technology Lab #104

The Communication and Technology Lab covers approx. 1,400 sq.ft. and is a classroom with no specific equipment. There are multiple desks, arranged in three rows; each desk has 4 electrical plugs attached to it. The room contains 14 workstations arranged along the perimeter.



The ceiling is T-bar mounted at 109" above the floor, with recessed 4-tube lighting fixtures and recessed sprinklers. Plumbing is represented by a stainless steel semi-circular sink.

The 1992 archived drawings indicate that ventilation is provided by two separate fan-powered boxes chilled water and hot water, each rated at 800 cfm; air distribution is through multiple square diffusers integrated in the ceiling grid. Fresh air is through a separate duct, at 125 cfm. Return is through an eff-crate grille.

v. Manufacturing Technology Lab #101

The Manufacturing Lab covers approx. 1,100 sq.ft. and is a classroom with no specific equipment. There are multiple desks, arranged in three rows; each desk has 4 electrical plugs attached to it. At the back of the room (along the exterior wall) there are two band saws with no dust collection capabilities; one of them is marked as "Out of Order".



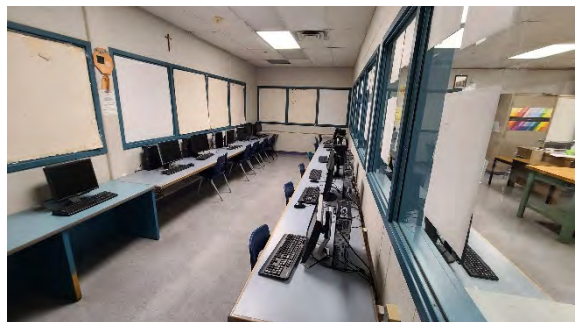
The ceiling is T-bar mounted at 109" above the floor, with recessed 4-tube lighting fixtures and recessed sprinklers. Plumbing is represented by a stainless steel semi-circular sink.

The 1192 archived drawings indicate that ventilation is provided by a 750 cfm separate fan-powered box connected to chilled water and hot water, supplying a square diffuser in the middle of the room and two linear grilles along the perimeter wall. Fresh air is through a separate duct, at 400 cfm. Return is through an eff-crate grille.

Plumbing is represented by a stainless steel semi-circular sink and an eye-wash station.

vi. CAD lab adjacent to Communication Technology Lab

The CAD classroom covers approx. 300 sq.ft. and is located in between the instructional area #106 and the Communication technology Lab #104. It covers approx. 300 sq. ft. and contains two banks eight of workstations.



The ceiling is T-bar mounted at 109" above the floor; based on the 1992 archived drawings, ventilation is provided by a separate fan-powered box rated at 350 cfm (two square diffusers). 100 cfm of outdoor air are provided through a separate duct. Return is through a separate egg-crate grille.

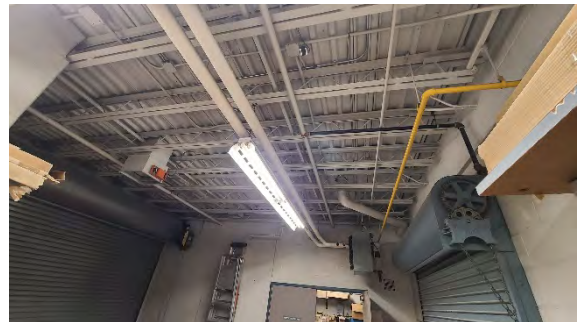
Lighting is provided by 4-tube recessed fixtures and sprinklers are recessed.

vii. Sound Studio adjacent to Communication Technology Lab

The sound studio is a small empty room, covering approx. 300 sq.ft; it has a T-bar ceiling and two walls are painted green (one is covered by a dark curtain). are covered

viii. The loading dock and recycling storage

The loading dock is the area where supplies are delivered to the school; it has a roll-up door and two exhaust grilles terminated with exhaust fans on the lower roof. There are two roll-up doors, one to the outside and the other commuting to the Construction Lab # 105.



The loading dock has a roof directly above it; there is no T-bar ceiling and the structure is visible – a steel deck with 12" OWSJ spaced at 20" cc.

ix. Roof

The roof section above the area of interest includes:

The lower roof covering the shipping and receiving; that section of the roof contains numerous goose-neck type relief ducts and several small exhaust fan. The lower roof is too congested to be of any use for future equipment installation, other than small exhaust fans.



The second floor roof, above the Construction Technology Lab #105 is larger and contains the exhaust fans from the soldering and welding hoods, the exhaust fans from the finishing area and the two louvered penthouse openings for intake and exhaust of air handling units S-5 and S-6.



The roof to the east and west of the Construction and Technology Lab #105 is occupied by multiple banks of solar panels.



b. Proposed work to accommodate the new Technology & Skilled Trades Centre

The final configuration of the proposed new shops and the equipment they will contained has not been fully defined yet.

Based on the general ventilation criteria noted in this report, the minimum amount of work necessary will include:

- i. Demolition of most of the existing ventilation in the area affected. Ideally, the existing air handler SF-3 which serves the existing woodshop, the transportation shop and the machine shop would be replaced with a new air handler, resized to serve the wood shop only and its compensation air. The age of the equipment definitely warrants its renewal.
- ii. One new air handling unit to serve the comfort ventilation of the new shops and ventilation requirements while the equipment is idle. Adding air condition to this unit will remain at the latitude of the Board. Ductwork distribution will have to be upgraded to suit.
- iii. Dedicated exhaust equipment for the new shops, including a dust collector for the new wood shop. In particular, the location of the new dust collector may be problematic, since the only available location is next to the roll-up doors currently serving the transportation shop, and there are classrooms above. Not only that, but the music room and theater arts classrooms are immediately adjacent to the shops, which will require noise mitigation measures.

- iv. The only possible terminations for the new exhaust hoods and cabinets required for the new shops is the roof, meaning that the existing ductwork will have to be removed and new dedicated ductwork will have to be installed. To what extent the existing chases can accommodate the new exhaust ductwork remains to be determined during the detailed design activity; it is possible that new shafts may have to be added. Some substantial civil work is anticipated.
- v. New make-up air units for the shops will have to be provided, one per new shop; heat recovery is recommended. The make-up air units will be interlocked with the equipment in each shop and will run as required. The ventilation load of the new make-up air units can be covered by gas fired heat exchangers, although hydronic coils are recommended, for better control. A hot water to glycol heat exchanger is already installed in the mechanical room next to the wood shop, so room is available; the new heat exchanger will be accompanied by a new glycol pump equipped with a VFD, to match its flow to the number of make-up air units required to operate at any given time.
- vi. Some or all new make-up air units may be mounted on the roof ; at least one such unit can be installed indoors, in the double height transportation shop; this will decrease (but not eliminate) the coordination required between the location of the new ventilation equipment (air handlers, make-up air units and exhaust fans) and the existing solar panels on that section of the roof. Some roofing and structural work is anticipated.
- vii. Power supply will have to be modified to suit the new equipment; it is likely that the existing conduits buried in the slab will be abandoned and new aerial metallic conduits will be used. New fused breakers and disconnects will have to be installed in the electrical room at the second floor and to the extent possible, in the woodshop mechanical room.
- viii. Suitable modifications will have to be implemented to the lighting scheme, the fire protection and the fire alarm panel to suit the new architectural layout and the new ventilation equipment; new fire alarm sensors will have to be added. In particular, the spark protection and deluge sprinklers associated with the new dust collector will have to be evaluated.

Plumbing and drainage will have to be modified to suit, adding new stainless steel sinks and eye wash stations and/or emergency showers. Domestic hot and cold water and sanitary drainage work is anticipated.

- ix. Where necessary, the perimeter heating will be modified to suit. All new equipment will have to be reconnected to the BAS which will have to be upgraded (graphics and sequences) to reflect the new spaces configuration.

c. Estimated Implementation Cost

The estimate contained herein pertains to the M&E components of the upgrades required to convert the areas of interest to a new Technology & Skilled Trades Centre.

The layout of the new spaces and the schedule of equipment are not yet firmed up; the costs are hence based on approximations and rules of thumb which include the size of the spaces considered and the most common equipment found in workshops considered and typically found in high schools. Estimate is based on a retrofit area of 6,400 sq. ft (to match available area at St Elizabeth, so both estimates are comparable).

The estimate herein is the equivalent of a Class D evaluation (+/-25% accuracy). The cost of specific workshops equipment is not included. The estimated costs have been tabulated below:

ACTIVITY	ESTIMATED COST
Demolition work	(excluded) ¹
Replace woodshop air handling unit	\$250,000
Dust collector duct modifications	\$100,000
Dedicated local exhaust systems and hoods	\$350,000
New roof mounted exhaust fans	\$100,000
New make-up air units c/w heat recovery	\$350,000
New glycol heat exchanger and piping loop	\$120,000
New ductwork distribution	\$100,000
Power supply modifications	\$75,000
Civil work (shafts, chases, ceilings)	(excluded) ¹
Structural and roofing work	(excluded) ¹
Plumbing modification	\$50,000
New lighting and switching	\$60,000
Heating modifications	\$25,000
BAS upgrades and expansion	\$100,000
TOTAL ESTIMATE – ST JOAN OF ARC CHS:	\$1,680,000

5. CONCLUSIONS AND RECOMMENDATIONS

Our investigation indicates that the M&E costs associated with construction a Technology & Skilled Trades Centre at St Joan of Arc CHS is substantially more cost effective that taking the same action at St Elizabeth CHS.

The contributing factors include:

- Most of the existing spaces comfort ventilation may be retained, with minimal changes.
- There is almost no shops dedicated ventilation equipment which requires demolition
- The existing Technology Lab #105 is already set up as a wood shop and the existing dust collector may remain in place, with minimal reconfiguration of the power supply and fire protection equipment.
- A lower roof is directly available above shipping and receiving; similarly, a direct roof access is available above the Technology Shop #105
- Disruption and interference with the existing solar panels will be minimal.

We hope you will find this report to your satisfaction. Should you have any questions, please don't hesitate to contact our office.

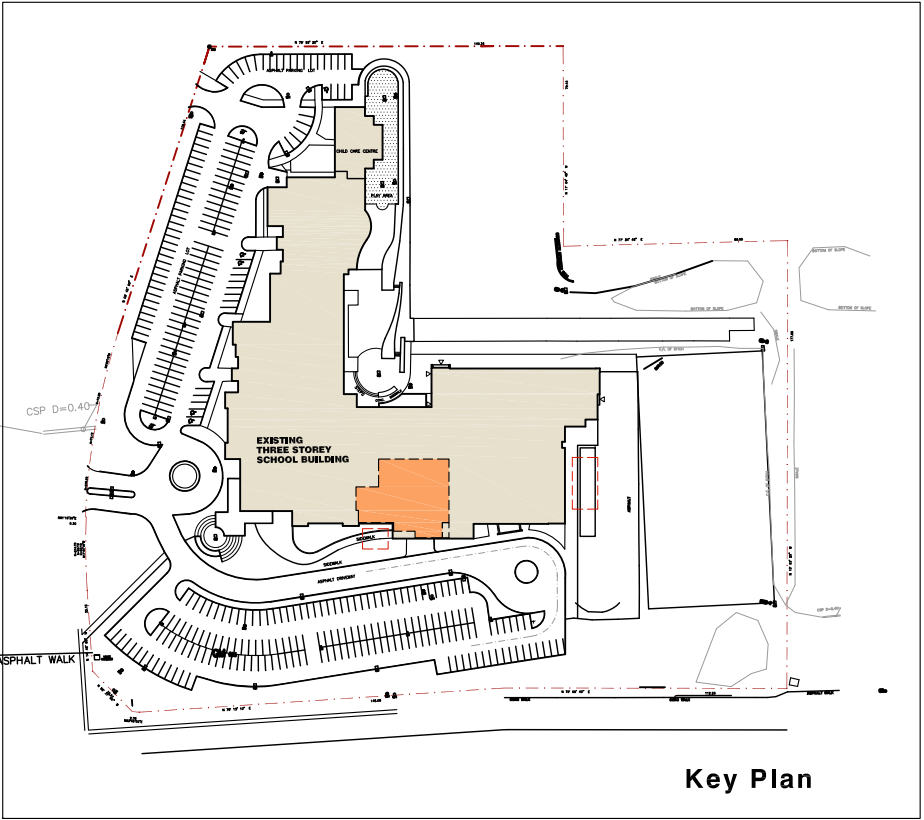
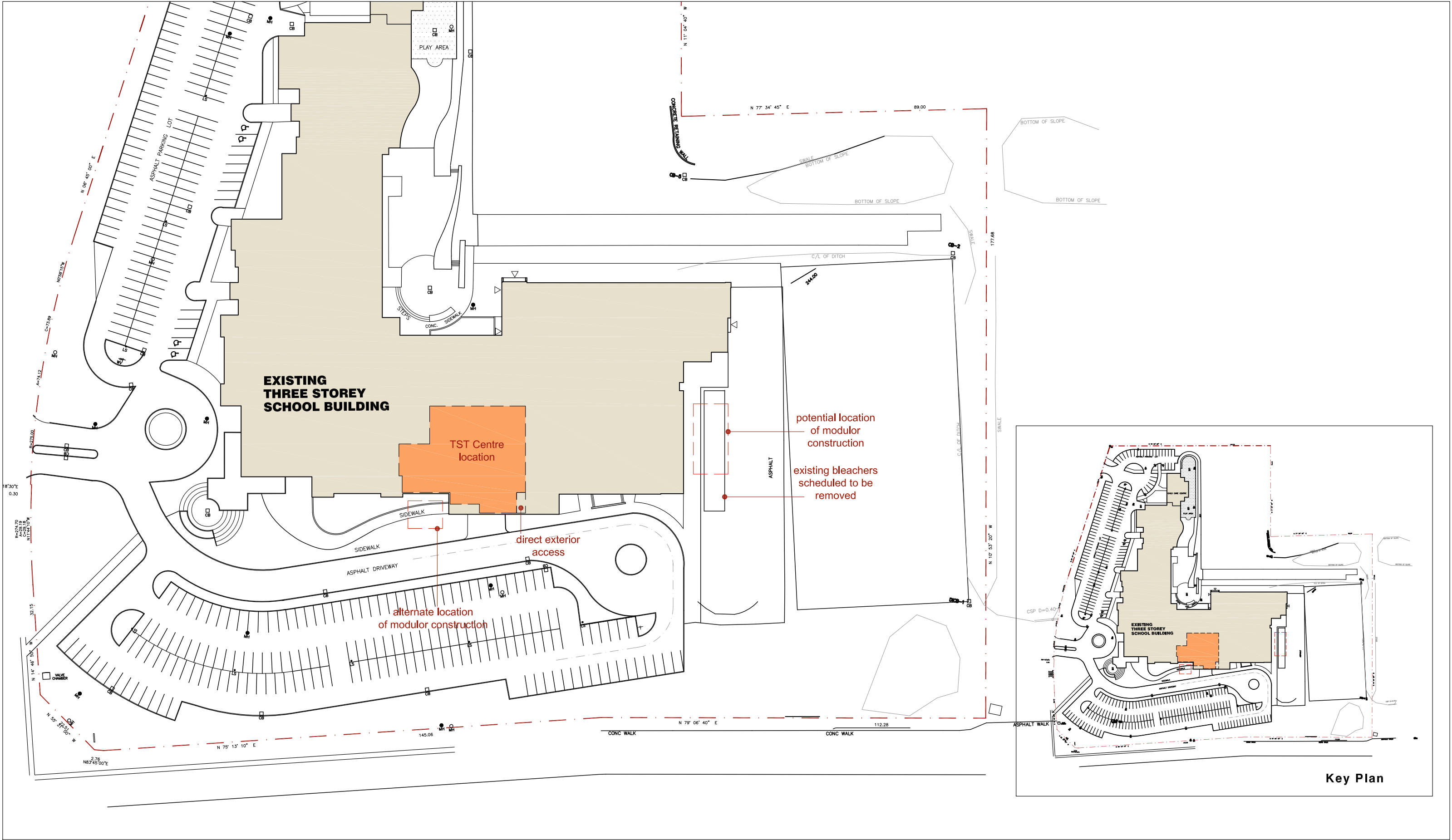
Sincerely,



Gabriela Strashun, P.Eng.
Principal

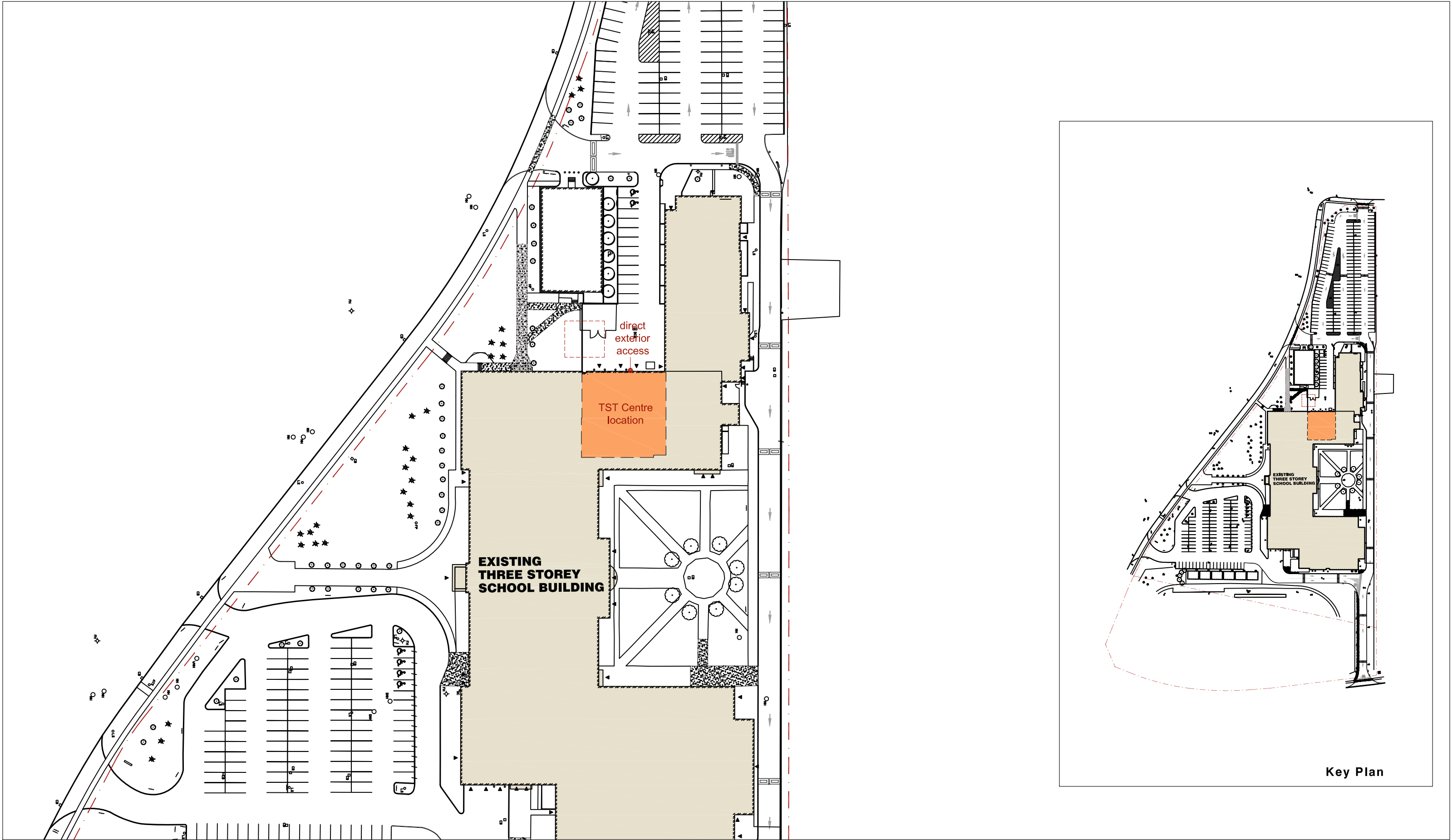
9. Appendix B

St Joan of Arc - Drawings



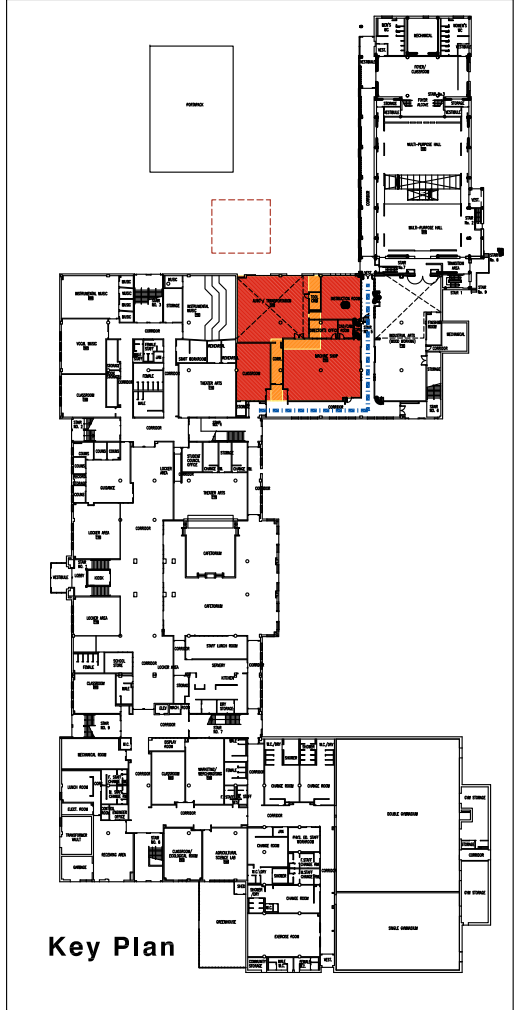
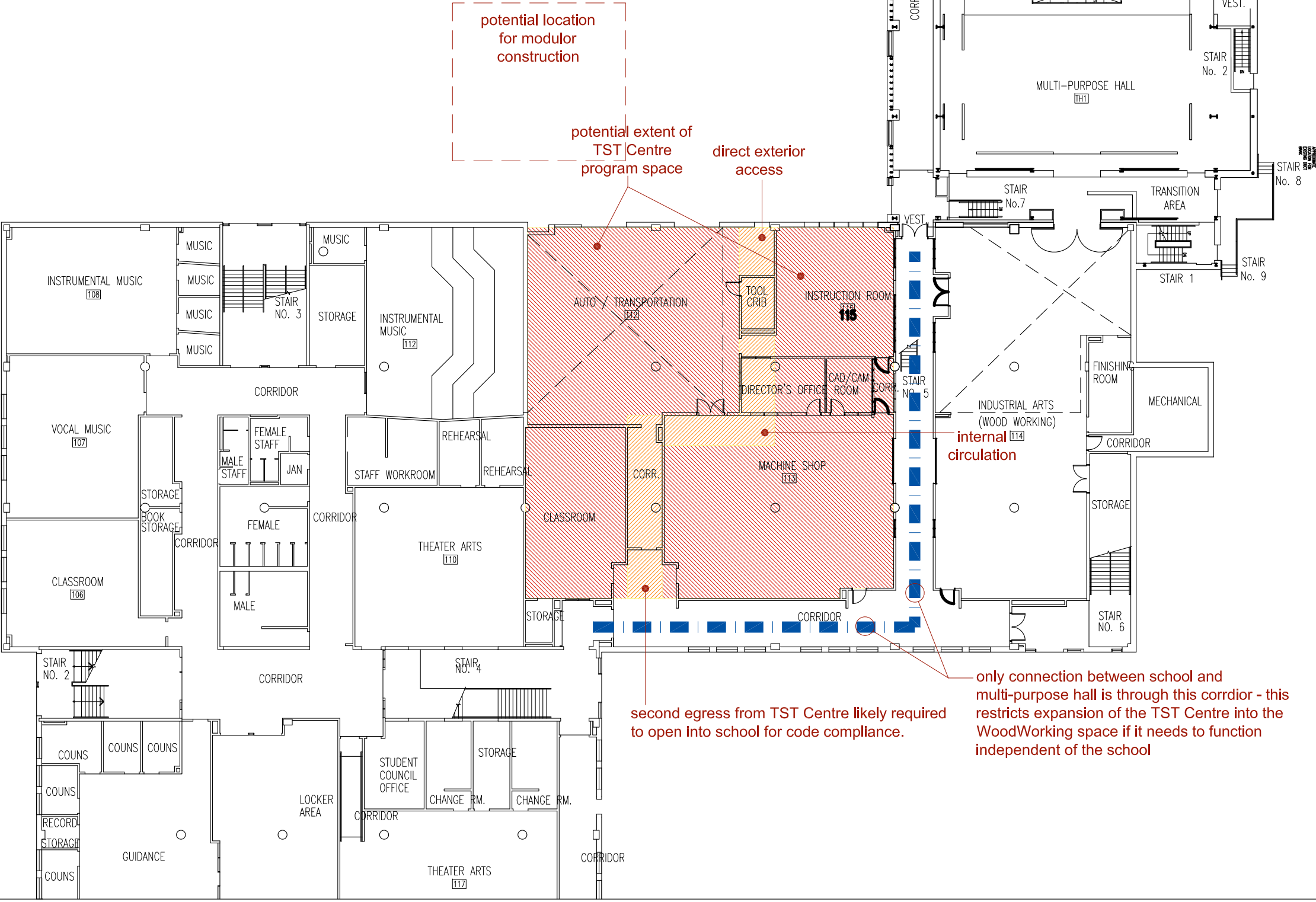
10. Appendix C

St Elizabeth - Drawings



Available contiguous
retrofit area for TST : 6,400 sf
Centre conversion

Drawing shows existing spaces (TST
Centre layout not part of this Report)



Key Plan



REPORT

York Catholic District School Board

Report to: Board of Trustees
From: Administration
Date: April 29, 2025
Report: **2025-26 Budget Consultation Survey**

EXECUTIVE SUMMARY:

The budget consultation seeks input from students, families, staff and the broader YCDSB community regarding budget priorities to better support student achievement and well-being in a faith-filled environment. This report summarizes the results of the 2025-26 public budget survey.

SURVEY RESULTS:

The survey closed on April 4, 2025. There were 1,088 respondents who participated in the 2025-26 budget survey. Compared to the previous year, this is a reduction of 358. Proportionately, the composition of respondents is similar to the prior year's survey results. The majority of respondents were parents/guardians/caregivers, staff, and residents of York Region.

Survey results indicate similar budget priorities as in the previous year. The results of the survey are being shared in advance of funding announcements (which were not received at the time this report was created).

Prepared by: Claire Tupchong, Senior Financial Analyst
Submitted by: Calum McNeil, Chief Financial Officer & Treasurer of the Board
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

2025-2026 BUDGET CONSULTATION SURVEY FEEDBACK

YORK CATHOLIC DISTRICT SCHOOL BOARD

John De Faveri
Director of Education, Foundation Chair and Secretary of the Board

Calum McNeil
Chief Financial Officer and Treasurer of the
Board

Budget Development Process

- Members of the York Catholic community are invited to share feedback through the YCDSB's annual budget development process, which includes completing an online survey or making a presentation at a Board meeting.
- Feedback is used to guide and inform budget decisions in support of the achievement of the Strategic Commitments in the [Multi-Year Strategic Plan](#):
 - Catholic Faith
 - Equity and Inclusion
 - Student Achievement
 - Well-Being

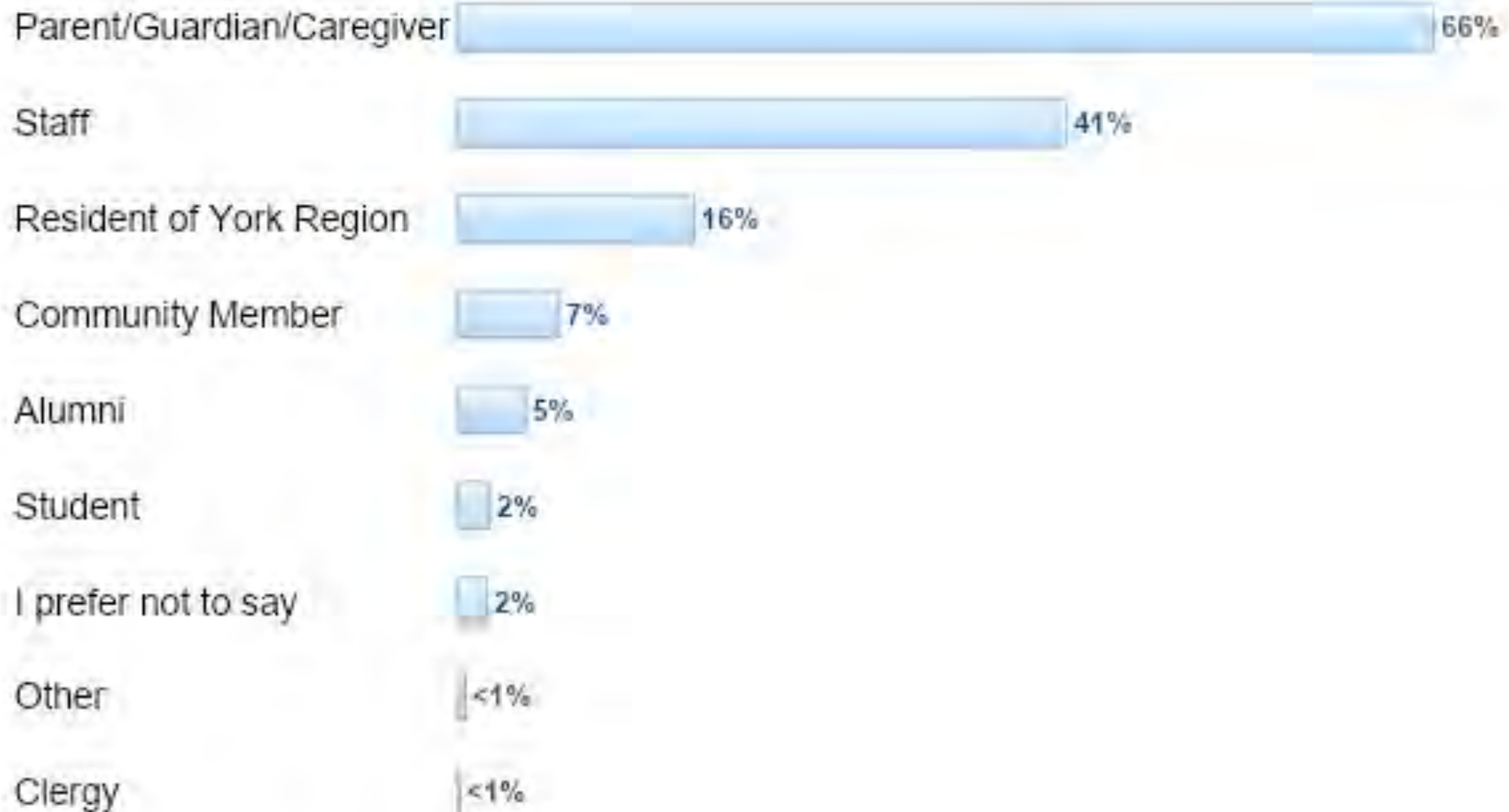
Budget Consultation Survey

Comparison to Previous Years - Participation Rates



2025-2026 Budget Consultation Survey

Relationship with the Board



Total Number of Respondents: 1,088

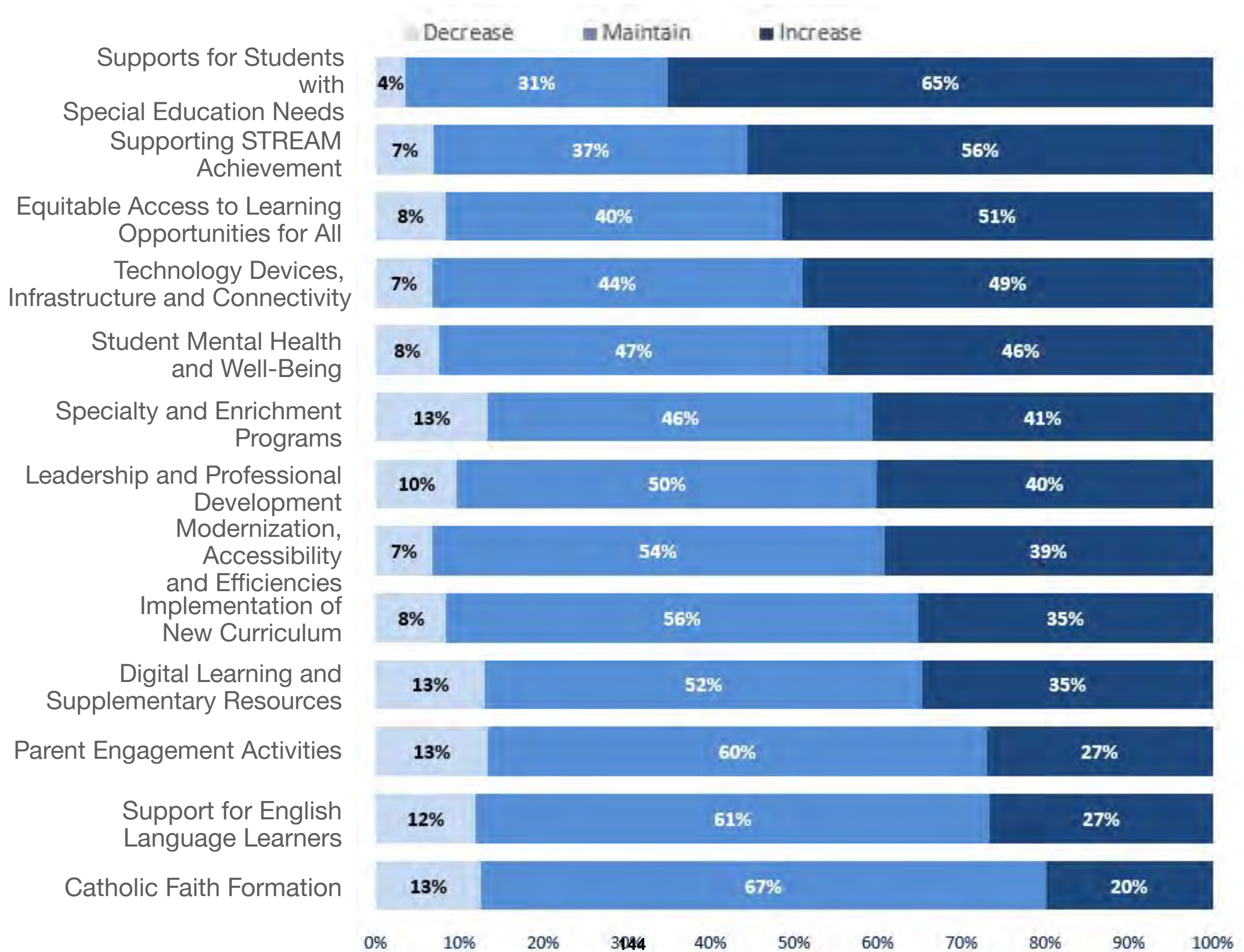
Percentages may not add up to 100% as respondents were allowed to select multiple roles.

2025-2026 Budget Consultation Survey

To foster well-being, support equitable outcomes and experiences, and deliver quality Catholic education, should the Board decrease, maintain or increase its existing resources and supports in the following areas?

- Catholic faith formation
- Student mental health and well-being
- Equitable access to learning opportunities for all
- Implementation of new curriculum
- Supporting STREAM achievement
- Specialty and enrichment programs
- Support for students with Special Education Needs
- Support for English language learners
- Technology devices, infrastructure and connectivity
- Digital learning and supplementary resources
- Leadership and Professional development
- Modernization, accessibility and efficiencies
- Parent engagement activities

FUNDING CONSIDERATIONS FOR BUDGET PRIORITIES



Mission

With Jesus Christ as our model, we provide all students with a Catholic education rooted in equity, well-being and learning.

Vision

A recognized leader in Catholic education committed to inclusion, excellence and innovation that develops socially responsible global citizens.



Values

Catholicity



Fiscal
Responsibility

Equity, Diversity
& Inclusion

Integrity

Respect

Excellence



Strategic Commitments

Catholic Faith
Equity and Inclusion
Student Achievement
Well-Being



YCDSB
2028



**Scan the code to
view the full plan**

"We are diverse. We are one in Christ."
York Catholic District School Board

CATHOLIC
FAITH

EQUITY AND
INCLUSION

STUDENT
ACHIEVEMENT

WELL-BEING

REPORT

York Catholic District School Board

Report To: Board of Trustees

From: Administration

Date: April 29, 2025

Report: **Policy 604 Child Care: Early Years, Extended Day, Before and After School Programs – Results of Parent Satisfaction Survey**

Executive Summary

This report is intended to provide more detailed information related to the administration of the Parent Satisfaction Survey as defined in Policy 604 *Child Care & Early Years, Extended Day, Before and After School Programs*. Overall, parents utilizing the services of child care operators in schools of the York Catholic District School Board are satisfied with the Child Care and Before and After School Programs offered in York Catholic schools.

Background Information

YCDSB Policy 604 requires that each Child Care Operator complete a Parent Satisfaction Survey for each of their programs on an annual basis and that a summary of the survey results be reported to the Board. Surveys for the 2024-25 school year were carried out during the month of March and submitted to the Manager of Child Care Services.

Summary

Highlights of the Parent Satisfaction Survey are as follows:

- 3,963 surveys were distributed by the operators
- 1,262 surveys (32%) were completed and returned to the operators

A Board summary has been included for Trustee reference.

The Parent Satisfaction Survey requested input in four areas, namely, Child Care Program, Staffing, Parents and Participation, and Operations.

Generally, the comments were very supportive, positive and encouraging of the program, staffing, opportunities for parent participation, and the overall operation of the Child Care and/or Before and After programs.

A few parents, from various operators expressed some concerns that are noted as follows:

Child Care Program:

- More opportunities for outdoor activities that integrate the use of developmentally appropriate equipment (i.e., structured/organized games such as basketball, soccer, etc.);
- More opportunities for children to explore their personal interests in after school activities planned and implemented by B&A staff;
- Menus have improved, however, consider more options of balanced food/snacks.

Parents and Participation:

- The Child Care Parent Engagement Committee, as a new initiative, was introduced through the approval of the Board's revised Policy 604 and many parents indicated a keen interest in participating on this committee in the 2024-2025 school year.
- Operators will be encouraged to promote participation in the Parent Engagement Committee meetings.

Operations:

- Some parents would like the Operator's Parent Handbook to be more accessible, up-to-date and informative;
- A few parents are not aware of the location of the Operator's decal (sign indicating licensed program)

As a follow-up to the receipt of the Operator's parent satisfaction survey summary, the Manager of Child Care Services has reviewed the submissions individually and addressed any concerns identified by parents.

Prepared and submitted by:	Fran Zeppieri, Manager of Child Care Services
Reviewed by:	Jennifer Powers, Superintendent of Education: Exceptional Learners Jennifer Sarna, Associate Director
Endorsed by:	John De Faveri, Director of Education, Foundation Chair & Secretary of the Board

Board Parent Satisfaction Survey Results 2024-2025

	2023-2024	2024-2025
# Surveys Distributed (one per family)	4,038	3,963
# of Respondents	1,147	1,262
% of Respondents	28%	32%

	2023-2024		2024-2025	
Child Care Program	Agree %	Disagree %	Agree %	Disagree %
• The Program reflects the Ministry of Education's vision for Ontario Early Years: "How Does Learning Happen?" The four foundations: Belonging, Well-Being, Engagement and Expression are evident in the program.	98%	2%	98%	1%
• The Program provides a variety of opportunities for exploration based on the children's interests and is developmentally appropriate.	98%	2%	98%	2%
• The Program provides opportunities for a variety of outdoor experiences.	96%	4%	97%	2%
• The menu provides a variety of healthy food choices that meet the Canada Food Guide standards.	97%	3%	96%	2%
• The Program meets my child's individual needs related to food allergies and other food restrictions.	99%	1%	96%	2%

Staffing	Agree %	Disagree %	Agree %	Disagree %
• Parents concerns and requests are addressed in a timely manner.	98%	2%	99%	1%
• Interactions are professional and respectful.	99%	1%	98%	0
• Interactions are friendly, sensitive and supportive.	99%	1%	99%	1%
• Adult-child relationships are positive and responsive.	98%	2%	98%	1%

Parents and Participation	Agree %	Disagree %	Agree %	Disagree %
• Parents are encouraged to participate in Parent Engagement Committee and other special events	91%	7%	90%	4%
• Parents feel welcome and are provided opportunities to engage with staff.	98%	2%	98%	1%
• Parents feel comfortable in communicating with staff about any issue and/or concern in the Program.	98%	2%	99%	0

Operations	Agree %	Disagree %	Agree %	Disagree %
• Fees are communicated in a timely manner.	94%	6%	95%	3%
• Communication is conducted in a professional manner keeping parents well informed (i.e. e-mails, newsletters, postings, phone calls, in person etc.).	97%	3%	98%	1%
• Policies and Procedures within the Parent Handbook are accessible, up to date and informative.	98%	2%	91%	1%
• The Ministry of Education license and decal are posted in the Program in a visible location.	97%	3%	94%	2%
• The hours of operation meets the needs of your family.	99%	1%	98%	1%
• Your child is safe in the Program and security procedures are followed.	99%	1%	97%	1%

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 29, 2025

RE: Action Plan to Combat Anti-Black Racism at York Catholic District School Board

Executive Summary:

Ontario's publicly funded education system serves over two million students, all of whom are entitled to an education free from discrimination and racism. The Ontario Human Rights Code and the Education Act establish the highest standards for equitable education. However, anti-Black racism persists, negatively affecting Black students, administrators and educators.

Despite legal protections, reports highlight that Black students frequently face discrimination and a lack of necessary supports. Black educators and administrators often bear disproportionate responsibility for addressing anti-Black racism while also experiencing targeted harassment. These systemic issues constitute a crisis that must be urgently addressed. This report outlines the actions undertaken by the York Catholic District School Board, guided by insights from previous consultations and census data.

The OHRC Action Plan

The Ontario Human Rights Commission (OHRC) has developed an [Action Plan](#) to combat anti-Black racism in education, informed by extensive consultations with shareholders, including Black students, educators, and community organizations.

Main Areas of Action:

Accountability and Transparency (Actions #1-14)

- Duty-holders must shift from process-focused to outcome-focused accountability.
- The education system must commit to systemic support for anti-Black racism initiatives.
- Transparency is essential to ensure public awareness of institutional efforts and responsibilities.

Monitoring and Evaluation (Actions #15-23)

- Effective monitoring measures progress in addressing anti-Black racism.

- Data collection and analysis help identify systemic barriers and improve student experiences.
- Transparent reporting ensures accountability and effectiveness of human rights initiatives.

Student Well-Being (Actions #24-29)

- Well-being is foundational for student success and achievement.
- Discriminatory practices must be eliminated to support Black students rather than requiring them to adapt to a harmful environment.
- Systemic change must prioritize equitable learning conditions and opportunities.

The OHRC's Action Plan presents concrete steps for improving equity in Ontario's education system. By implementing these actions, the system can work towards ensuring that Black students and employees experience fairness, support, and success.

Background Information:

[MOTION FOR ACTION PLAN TO COMBAT ANTI-BLACK RACISM - November 28, 2023](#)

Items to date in accordance with the Ontario Human Rights Commission Dreams Delayed and 2021 YCDSB Census data.

OHRC AREAS OF ACTION	ACTIONS FOR IMPLEMENTATION
Accountability and Transparency (Actions #1-14)	<p>Action 8: School boards must communicate roles and responsibilities related to Human Rights. Example: HREA (Human Rights and Equity Advisor)</p> <p>Action 13: School boards must establish a Human Rights Office.</p> <p>Action 14: Develop a culturally competent communication plan for students, families and employees. Example: Communication regarding transition to post-secondary school, sharing support services, and community groups.</p>
Monitoring and Evaluation (Actions #15-23)	<p>Action 16: Data collection analysis and reporting. Example: Exploring Education Audit and Census, Equity Plan/Dismantling Anti-Black Racism (Anti-Racism) Strategy creation, consultations</p> <p>Action 17: Publish disaggregated data. Example: Education Audit and Census</p>
Student Well-Being (Actions #24-29)	<p>Action 24: Explore investments to continue two Black Excellence (Graduation) Coaches at YCDSB. Example: Ministry TPA, internal funding</p>

	<p>Action 25: Dismantling Anti-Black Racism Advisory Committee Example: Establish a Permanent Equity, Anti-Racism & Human Rights Advisory Committee</p> <p>Action 26: School Boards must create inclusive guidance counselling for students' transitional stage. Example: Kickstart Program - Grade 8 to 9 Transition</p> <p>Action 27: School Boards must create affirmative education spaces for Black students. Example: Black Student Association (BSA)</p> <p>Action 28: School Boards must create Black-affirming and empowering curriculum. Example: Akoma Summer Camp Program</p> <p>Action 28: School Boards must create Black-affirming and empowering curriculum. Example: Curriculum Inclusion of Sankofa (Math and Science)</p> <p>Action 29: School Boards must develop targeted recruitment of Black educators and education workers. Example: Equity-Seeking Leadership Workshops</p>
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**Additional Actions that Support Dismantling Anti-Racism:
YCDSB Employment Equity Audit**

Recommendation 31: Advertising Job Openings

It is recommended that YCDSB work with other school boards to use their influence to call on faculties of education to increase the diversity of their graduates and the competency of new teachers to be culturally responsive and anti-racist/anti-oppressive.

Example: Creation of Ontario Equity Superintendents Community of Practice and Legal Workshop on Dreams Delayed (Borden Ladner Gervais LLP)

Recommendations:

The following information outlines the immediate next steps the York Catholic District School Board requires in response to the Ontario Human Rights Commission's Mission to dismantle anti-Black racism and the YCDSB Multi-Year Strategic Plan (MYSP) equity goal.

ACTION	DETAILS	IMPLEMENTATION DATE
1. Hire HREA (Human Rights and Equity Advisor)	<ul style="list-style-type: none"> • School boards must communicate roles and responsibilities related to Human Rights. • School boards must establish a Human Rights Office. 	As soon as possible, as per OHRC Action Plan. (Action 8, 13)
2. Acknowledge and commit/pledge to actions on anti-Black racism and discrimination in education.	<ul style="list-style-type: none"> • Public acknowledgment of the structural and systemic nature of anti-Black discrimination and its impact on student's and educators' right to an education and work environment free from discrimination and harassment. 	As soon as possible, as per OHRC Action Plan. (Action 1)
3. Expand the Black Excellence (Graduation) Coach Program for Black students.	<ul style="list-style-type: none"> • Advocate for the increase in Ministry investment for the continuation of two Black Excellence (Graduation) Coaches at YCDSB. 	As soon as possible, as per OHRC Action Plan. (Action 24)
3. Engage Dr. Carl James as Ongoing Equity, Anti-Racism & Anti-Oppression guidance	<ul style="list-style-type: none"> • Secure a formal advisor agreement with Dr. Carl James, York University • Define his role as an advisor, guide, and evaluator for all anti-racism initiatives. • Schedule regular consultations (monthly or bi-monthly). • Integrate Dr. Carl James into system-level and school-level equity working groups and training. 	<p>Commencing 2025-2026 school year.</p> <p>YCDSB Employment Audit (Rec 31)</p>

5. Review & Align Existing Equity Policies with OHRC Guidelines	<ul style="list-style-type: none"> • Conduct an audit of all current equity, human rights, and anti-racism policies. • Identify gaps in policies regarding anti-racism. • Creation of policies that align with anti-racism practices. • Ensure all policies are aligned with the Ontario Human Rights Code and OHRC's "Right to Read," "Dreams Delayed," "A Disparate Impact" reports and other Legislation, Acts and PPMs. 	Ongoing, as per OHRC Action Plan.
6. Mandatory Anti-Racism Training	<ul style="list-style-type: none"> • Partner with Anima Leadership and Dr. Carl James to design and deliver mandatory anti-racism training. • Explore and continue training for trustees, superintendents, administrators, and managers. • Expand to all staff, including teachers, support staff, and chaplaincy teams, by the next academic year. 	In Progress and Ongoing
7. Data Collection & Disaggregated Data Analysis of YCDSB Census	<ul style="list-style-type: none"> • Analysis of the disaggregated student demographic data. • Engage Dr. Carl James in interpreting data to identify systemic barriers. • Align a communication plan for information sharing. 	In Progress, as per OHRC Action Plan.
8. Establish a Permanent Equity, Anti-Racism & Human Rights Advisory Committee	<ul style="list-style-type: none"> • Parent Advisory Committee. 	As soon as possible, as per OHRC Action Plan.

9. Curriculum & Pedagogy Review	<ul style="list-style-type: none"> • Continue review of curriculum resources to address bias and representation gaps. • Collaborate with Dr. Carl James to recommend culturally relevant and responsive pedagogy (CRRP) strategies and updates to anti-oppression practices. • Prioritize the integration of Indigenous, Black, and equity-seeking lived-experiences into all subject areas. 	Ongoing, as per OHRC Action Plan.
10. Communication & Accountability Framework	<ul style="list-style-type: none"> • Issue a public commitment to dismantling racism in alignment with the OHRC mission. • Establish annual public reporting on anti-racism progress. • Invite Dr. Carl James to present findings and recommendations annually to the Board, community and employees. 	As soon as possible, as per OHRC Action Plan.

Summary:

The York Catholic District School Board (YCDSB) is taking foundational steps toward addressing systemic anti-Black racism within its schools, aligned with the Ontario Human Rights Commission's *Dreams Delayed* report, YCDSB Student Census and equity goals within the YCDSB's Multi-Year Strategic Plan. These priorities include hiring a Human Rights and Equity Advisor, expanding the Black Excellence Coach Program, establishing a permanent Equity and Human Rights Advisory Committee, expanding on culturally responsive curriculum and anti-racism training, reviewing equity-related policies and strengthening disaggregated data collection and accountability structures. Rooted in Catholic values of dignity and justice, this report affirms YCDSB's commitment to ensuring all students and staff are supported in a safe, inclusive, and equitable environment.

Prepared and Submitted By: Siobhan Wright, Superintendent of Inviting and Inclusive Schools
 Endorsed By: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 29, 2025

RE: Moving Towards Equity Within the York Catholic District School Board Motion

Executive Summary:

This report is submitted in response to the [“Moving Towards Equity” motion](#) and is intended to address socio-economic disparities across the York Catholic District School Board (YCDSB), with an initial focus on equitable access to learning tools and technology in elementary classrooms. Grounded in the principles of Universal Design for Learning (UDL) and the Board’s commitment to equity and inclusion, this approach allows for flexibility that is responsive to the unique needs of each school and reflective of the diverse student populations we serve.

Through the work of the Classroom Technology Equity Committee, YCDSB is assessing classroom technology needs across all schools. The goal is to establish a consistent and equitable baseline of technological tools to support curriculum delivery, enhance student achievement, and promote well-being.

The model classroom for technology tools includes the following key components: a projector, speakers, a teacher device, a wireless access point, an interactive whiteboard, and student devices available in each classroom.

The primary objective is to highlight priority schools that lack the full suite of recommended model classroom technology. Identifying these gaps enables the Board to allocate resources where they are needed most strategically.

Schools have been evaluated based on the completeness of their classroom technology infrastructure. This data-driven approach allows the Classroom Technology Equity Committee to:

- Prioritize schools with the greatest needs
- Make targeted funding recommendations
- Maximize accessibility to instructional technology resources
- Inform future planning and investments

Background

Equitable access to educational technology is essential for creating inclusive, innovative, and future-ready learning environments. Within YCDSB, several schools have been designated as priority schools based on socio-economic indicators, resource availability, and specific student needs.

These schools often face systemic barriers that limit access to modern learning tools. Addressing these gaps is a matter of fairness and a strategic investment in student success.

Classrooms equipped with up-to-date technology can foster dynamic instruction, support differentiated learning, and help bridge the digital divide that disproportionately affects students in under-resourced communities. The Classroom Technology Equity Committee is committed to ensuring consistent, high-quality access to instructional technology for all students regardless of geography, funding history, or socio-economic background. This aligns with YCDSB's broader mission to nurture learners and empower educators throughout the system.

Summary

Aligned with the initial analysis and presentation to the Board by the Classroom Technology Equity Committee, regarding the identification of priority schools (Corporate Services, October 15, 2024), these findings will guide the Classroom Technology Equity Committee in allocating this year's available funding to the highest-priority schools, ensuring effective and equitable use of resources to close existing technology gaps. The Classroom Technology Equity Committee will outline analysis and findings in a corporate services report on May 6, 2025.

Conclusion

While this year's funding will enable critical upgrades in select schools, the Classroom Technology Equity Committee's analysis also lays the groundwork for a multi-year strategic plan to continue advancing equity in classroom technology across the Board.

By establishing a clear and comprehensive understanding of current infrastructure and needs, YCDSB is poised to build a sustainable, forward-looking strategy ensuring all students have access to the tools they need for meaningful, modern, and faith-aligned learning experiences.

Prepared and Submitted By: Siobhan Wright, Superintendent of Inviting and Inclusive Schools
Endorsed by: John De Faveri, Director of Education, Foundation Chair and Secretary of the Board



York Catholic District School Board

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November 22, 2022
Resubmitted and Revised January 23, 2023

Revised February 21, 2023 (Executive Meeting)

NOTICE OF MOTION

~~Create Equity at the Start of Every School Year Within the York Catholic District School Board~~

Moving Towards Equity Within the York Catholic District School Board

- Whereas** There are socio-economic differences within York Region;
- Whereas** These differences can create severe inequities between students within the York Catholic District School Board (YCDSB);
- Whereas** These inequities can place many students at an academic disadvantage;
- Whereas** We are directed by our Vision, Mission and Values to address such inequities;
- Whereas** Although there are many forms of inequities created by socio-economic differences, the Board cannot feasibly address them all at the same time;
- Whereas** Students are more likely to achieve academic success when they share an equitable access to educational tools, equipment and resources.

LET IT BE RESOLVED

THAT the Board begin the process of "Moving Towards Equity" within the YCDSB by focusing first upon learning tools and technological supports to education during the development of the 2023-2024 budget.

THAT Senior Staff initiate and oversee a process to:

- **IDENTIFY** – essential learning tools required by our schools to effectively deliver the elementary curriculum and facilitate student achievement;
- **GATHER** – data from all elementary schools concerning their current inventories of such tools (reflected on a per pupil basis);
- **PRESENT** – a report to the Board as part of the 2023 Budget process to highlight this data and make recommendations for priority resource allocation that will support our movement towards equity in all schools.

THAT the Director of Education ensure that goals/actions/targets for "Moving Towards Equity" are highlighted in each year of the Board's Multi-Year Strategic Plan.

Respectfully submitted,

Frank Alexander
Trustee
Markham: Area 2: Wards 4, 5, 7, 8

Reference No. 2023:02:1122:FA

Frank S.D. Alexander, Trustee – Markham Area 2: Wards 4,5,7 & 8
(Milliken/Markham/Unionville)
frank.alexander@ycdsb.ca • Home: 905-479-8285

YORK CATHOLIC DISTRICT SCHOOL BOARD

REPORT TO: Board of Trustees

FROM: Administration

DATE: April 29, 2025

RE: Transportation: Reviewing Existing Stops and
Non-Transportation Zone Revisions

EXECUTIVE SUMMARY:

This report informs Trustees of planned changes in transportation that will be communicated to families next month. The changes are a result of an ongoing review of current bus stops and non-transportation zones in an effort to find service and cost efficiencies.

BACKGROUND:

As part of an ongoing effort to find transportation service efficiencies to reduce costs, Student Transportation Services staff have focused their efforts on consolidation and/or elimination of bus stops, and changes to non-transportation zones.

Bus Stop Review:

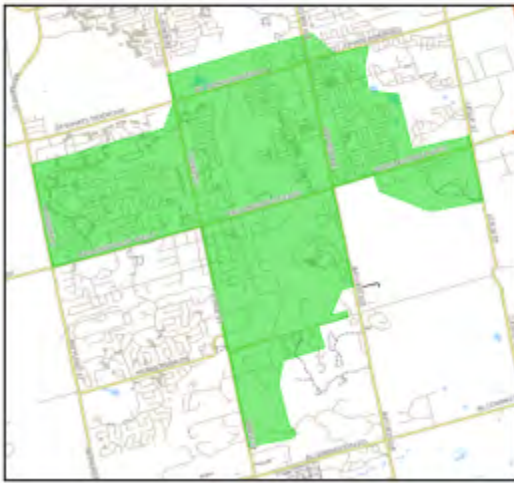
STS will be undertaking a review over the spring and summer months to determine if any cost savings can be realized by eliminating and/or consolidating bus stops. Historically, STS has only removed stops organically (i.e. A stop is deleted when there are no longer any students using it). This revised approach would allow them to remove additional stops with the goal of creating direct and more efficient runs. It is difficult to determine potential cost savings at this time, however a reduction in stops will likely reduce the number of separate bus runs required therefore reducing costs.

A memo will be sent to families to highlight for them that stop location, stop time, route number, and/or vehicle type may change and that they are encouraged to check their transportation information over the summer. Another reminder will be sent in August when the website is updated with the new stop information.

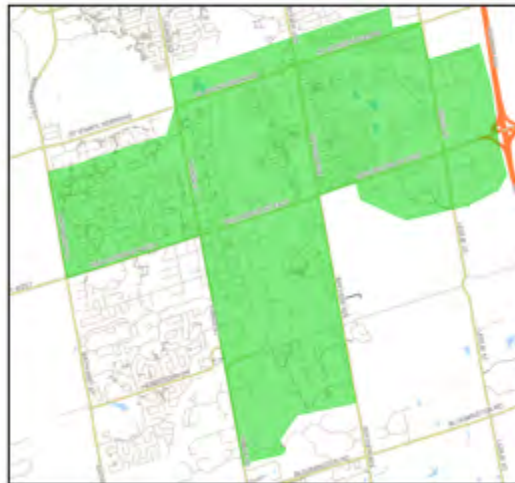
Non-Transportation Zone Review:

St. Maximilian Kolbe CHS: Board-provided transportation is available for seventy (70) St. Maximilian Kolbe CHS students residing in the Roy Harper Ave / Thomas Phillips Dr / William Graham Dr communities. York Region Transit (YRT) has enhanced service levels, such that these communities now meet the board's transit-served criteria. Based on the public transit changes, amendments to the NTZ are recommended as identified in the maps below.

Map 1-Current NTZ



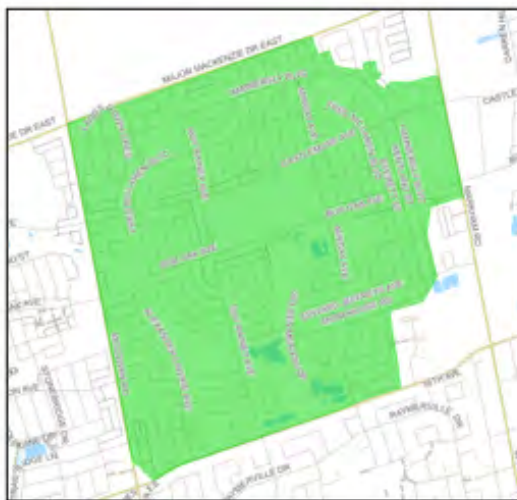
Map 2-Proposed NTZ



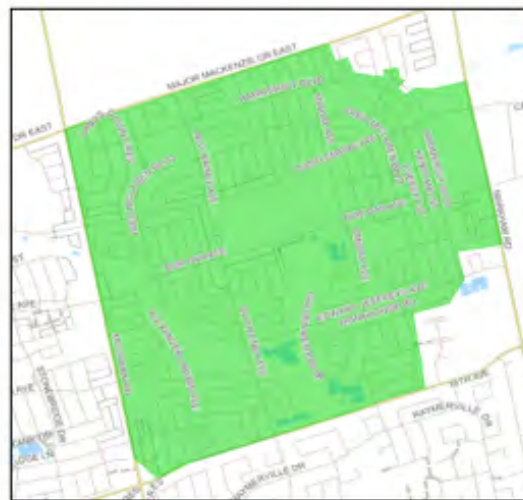
The recommended NTZ change will result in seventy (70) students experiencing an eligibility change. The current cost to the board to provide transportation services to these students is approximately \$50,000 annually.

San Lorenzo Ruiz CES: A new housing development, in the Bur Oak Ave & Markham Rd community, has been completed, including road infrastructure that has shortened the walking distance to the school. Currently, the board is providing transportation for twelve (12) San Lorenzo Ruiz CES grade 4 – 8 students in this community. Based on the municipal infrastructure changes, amendments to the NTZ are recommended as identified in the maps below.

Map 3-Current NTZ



Map 4-Proposed NTZ



The recommended NTZ change will result in twelve (12) San Lorenzo Ruiz CES grade 4 – 8 students experiencing an eligibility change. The current cost to the board to provide transportation services to these students is approximately \$10,000 annually.

St. Elizabeth CHS: Board-provided transportation is available for eight (8) St. Elizabeth CHS students residing in the Rockview Gardens community. York Region Transit (YRT) has enhanced service levels, such that this community now meets the board's transit-served criteria. Given the changes in public transit, amendments to the NTZ are recommended as identified in the maps below.

Map 5- Current NTZ



Map 6- Proposed NTZ



The recommended NTZ change will result in eight (8) St. Elizabeth CHS students experiencing an eligibility change. The current cost to the board to provide transportation services to these students is approximately \$6,000 annually.

All Saints CES: Enhanced mapping tools available in the Bus Planner Pro routing software have identified several minor adjustments required for the grade 4 – 8 NTZ at All Saints CES. As a result of these discrepancies, amendments to the NTZ are recommended:

The recommended NTZ change will result in ten (10) All Saints CES students experiencing an eligibility change. The current cost to the board to provide transportation services to these students is approximately \$8,000 annually.

It is important to note that the number of impacted students reflect current enrolments. These numbers are subject to change when the new transportation zones are in effect beginning in September 2026. The overall estimated cost savings with all four changes is \$74,000 annually.

SUMMARY:

As part of an ongoing effort to find transportation service efficiencies to reduce costs, STS staff are currently reviewing bus stop locations and have completed a review of non-transportation zones.

A communication will be sent to all families in June to advise them that their bus stop may change for the upcoming 2025/26 school year, and that they should check their transportation information over the summer. Another reminder to check will be sent in August when the STS website is updated with the new stop information.

STS have also identified four schools that will experience a change in their non-transportation zones. Parents/Guardians of students impacted by these changes will be sent a notice in May, along with a follow-up notice in the Fall, informing them of the change that will be effective beginning in September 2026.

York Catholic District School Board

REPORT

Report To: Board of Trustees

From: Administration

Date: April 29, 2025

Re: Board Room Delegate System (Microphone) Replacement

EXECUTIVE SUMMARY

This report informs Trustees of the immediate replacement of the defective and outdated *Board Room Delegate System* (microphone system) to ensure high-quality audio and the seamless operation of all Board and committee meetings. The existing system has reached the end of its useful life, and any delay in replacement poses a significant risk to the functionality, accessibility, and professionalism of our meeting environment.

BACKGROUND INFORMATION

In 2020, the Information Systems Department completed a comprehensive review of the Board Room's technology infrastructure. As a result, substantial upgrades were implemented, including the installation of televisions, a central monitor, and 35 delegate stations equipped with integrated speakers—critical tools for facilitating effective communication during meetings.

While the system functioned reliably for several years, a growing number of delegate stations have begun to fail due to age-related wear. To date, eight stations have malfunctioned. Although the original vendor successfully repaired three of these units, five remain inoperable. The vendor has since confirmed that the equipment has reached end-of-life and is no longer supported or replaceable. All viable repair options have been exhausted.

At present, the remaining stations are just sufficient to support current meeting requirements. However, the lack of redundancy poses a serious risk: any further failures could impede participants from fully engaging in discussions, potentially compromising meeting integrity and inclusivity.

BUSINESS CASE & CONCLUSION

The Delegate System is a critical infrastructure component that enables clear, inclusive, and orderly communication among trustees, staff, and guests. Its continued deterioration threatens the Board's ability to conduct meetings efficiently and transparently.

To address this risk, a replacement system is proposed. The updated solution includes:

- A new control unit
- 27 delegate stations
- All necessary cabling
- Updated software integration

The total estimated cost, based on a quote received on February 13, 2025, is approximately **\$24,257 (pre-tax)**. Please note that this quote is subject to change and valid for only 15 days due to ongoing supply chain challenges and tariff fluctuations. A refreshed quote will be obtained at the time of procurement, **with funding to be drawn from this year's approved operating budget.**

SUMMARY

Investing proactively in a reliable, modern audio system will protect the quality, professionalism, and accessibility of Board meetings, while mitigating the operational risks associated with outdated and unsupported technology.

Prepared by: Carmine Peracchia, Manager Network & System Infrastructure
Submitted by: Khaled Elgharbawy, Superintendent of Facilities Services and Plant
Reviewed By: Calum McNeil, Chief Financial Officer and Treasurer of the Board
Endorsed By: John De Faveri, Director of Education.

MAY 2025

TRUSTEE SERVICES



Our Lady of the Rosary

Monthly Virtue: RESPONSIBILITY

June 2025

June 2—YSCPC Awards
 June 3 —Policy Review 6:30 pm
 June 4—Director's Council
 June 5-7—CCSTA
 June 9—PA Day—Elementary
 June 9—SEAC 7pm
 June 10—Executive 3pm (Public)
 June 10—Executive 4pm (Private)
 June 11—HRC 5pm
 June 17—Committee of the Whole 6:30 pm
 June 17—Regular Board 7:30 pm
 June 26—PA Day—Secondary
 June 26—Special Board (If Needed) 9am
 June 27—PA Day—Elem & Secondary

Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
				1	2	3
				OCSTA—AGM May 1-3, 2025		
4	5	6	7	8	9	10
				CATHOLIC EDUCATION WEEK MAY 4 - 9, 2025		YCPIC Financial Literacy 10am (Virtual)
		6:30 pm Corp-Public 7:30 pm Corp-Private				
11	12	13	14	15	16	17
	3:30 pm YSCPC Elections 4pm Student Success & Pathways		4pm Joint Board			
18	19	20	21	22	23	24
			3pm Exec (Public) 4pm Exec (Private) 6:30 pm Audit Public 7:30 pm Audit Private	4:30 pm Yes I Can Awards	SAL 10 am	
25	26	27	28	29	30	31
	6:30pm YCPIC	6:30 pm CTW 7:30 pm Regular Board				YCPIC Dismantling Ableism & Celebrating Neurodiversity 10am